

An External Review of South Carolina's Assisting, Developing, and
Evaluating Professional Teaching (ADEPT) Program

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July, 2003

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Acknowledgements

I would like to express my appreciation to Dr. Katherine Schnepel, Dr. Julie Swanson, and Dr. Paul Thomas for their assistance in collecting, analyzing, and summarizing the interview data. I want to thank my son and collaborator, Nick Anderson, for entering and analyzing the survey data and reading various drafts of this report. I want to thank Dr. Kathy Meeks of the Office of Teacher Evaluation, State Department of Education, for talking me through various issues and sticking points, and for reading the penultimate draft of this report. Finally, I would like to thank all of the South Carolina educators, particularly the district ADEPT coordinators, for taking the time to provide the data that were needed to complete this report. Thank you all!

Executive Summary

In 1997, the South Carolina General Assembly passed legislation directing the State Department of Education to adopt a set of state standards for teaching effectiveness that would serve as a foundation for assisting, developing, and evaluating all pre-service as well as in-service teachers. Shortly thereafter, the State Board of Education issued a set of regulations pertaining to the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) program.

The purpose of this study is to offer a status report on the ADEPT program; to determine what modifications, if any, are needed; and to suggest ways in which these changes can be made. Specifically, the review is intended to answer the following questions.

1. What is the current state of implementation of the ADEPT program?
2. How are state funds used to operate the ADEPT program?
3. What are the strengths, weaknesses, and impact of the ADEPT program?
4. How effective is the program in improving teacher quality?
5. How does the ADEPT program stack up against current best practice?

Design of the Study

The data needed to answer these questions came from several sources. First, documents describing the ADEPT program at the state and local levels were examined. These documents, coupled with conversations with district ADEPT coordinators, were used to determine the operation of the ADEPT program.

Second, questionnaires were designed and mailed to principals in a random sample of 91 schools. Principals were asked to complete the administrator questionnaire and distribute the teacher questionnaires on a semi-random basis to teachers in their schools. Superintendents and district ADEPT coordinators also completed the administrator questionnaire. Results from these questionnaires were used to determine the strengths, weaknesses, and impact of the ADEPT program.

Third, data were obtained from the State Department to determine the amount of money allocated to each district to support the ADEPT program. In addition, district ADEPT coordinators were asked to complete a form detailing their expenditures of these funds. These data were used to examine the way in which state funds were used to support the ADEPT program.

Fourth, a questionnaire was designed and mailed to university ADEPT coordinators. The focus of this questionnaire was on their perceptions of the ADEPT program and the emphasis given in their teacher preparation programs to each of the state standards (known as performance dimensions). Fifth, completed ADEPT Summary Evaluation Forms of teachers who failed to meet the state standards for two consecutive years (e.g., Induction Contract year and Provisional Contract year) were obtained from the Department of Education. Finally, meetings were held with selected district associate superintendents to discuss the issue of teacher quality and the current and possible role of the ADEPT program in enhancing teacher quality. All three of these data sources were used to explore issues related to teacher quality.

Results and Conclusions

The study yielded the following results and conclusions. The ADEPT program has far more strengths than weaknesses. The program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance, provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers. In terms of major weaknesses, there are two: it is too cumbersome for teacher preparation programs and school districts to implement, and there is a lack of consistency in implementation from one school district to another.

In terms of its impact, the ADEPT program has resulted in better prepared recent college graduates, novice teachers who are more able to make the transition to classroom teaching, more effective classroom teachers, an increase in teacher professionalism, an increased responsibility (teachers and administrators) for good teaching, and more positive administrator-teacher relationships.

Since the regulations went into effect, there has been increasing fragmentation of the implementation of the ADEPT program from district to district. Fewer than two-thirds of the districts currently employ the original TEAM model.

ADEPT, both as it is funded and implemented, is primarily a program for helping Induction Contract teachers to make a smooth transition to the classroom. The evaluation of Continuing Contract teachers is the weakest part of the ADEPT program.

The effectiveness of the ADEPT programs depends on the purpose it is intended to serve. If the purpose is to remove truly ineffective teachers from the teaching profession, it is not very effective. If, on the other hand, the purpose is to assist teachers to become better teachers, there is a great deal of evidence that the ADEPT program is effective.

Recommendations

Twelve recommendations can be offered based on the results of the study.

1. There is a need to determine which variations in the implementation of the ADEPT program are and are not consistent with the original intent of the program as it is described in law and regulations.
2. Rubrics based at least partly on the key elements included in the State Board Regulations should be developed for each Performance Dimension. The use of rubrics will help to clarify performance standards (e.g., Competent, Needs Improvement) and provide better feedback.
3. The current Performance Dimensions should be reduced from 10 to 8 and apply only to Student Teachers and Induction Contract Teachers. This reduction should be accomplished by combining the second and third PDs (both dealing with short-range planning) and eliminating PD4 (dealing with expectations for learners).
4. The Accomplished Teacher Standards (ATS), developed by the National Board for Professional Teaching Standards (NBPTS), should be adopted as the Performance Dimensions for Continuing Contract teachers and a rubric for each ATS should be developed.
5. Explicit criteria and procedures should be established for the movement of Continuing Contract teachers from Goal-Based Evaluation to formal

evaluation. At present, this movement is at the discretion of the building administrator(s).

6. State Board Regulation R 43-205.1, Section VI, F1 should be rewritten to clarify the evaluation period for Continuing Contract teachers as well as the relationship between the evaluation period and individual goal accomplishment.
7. Annual Contract status should be seen as a transition from Induction Contract to Continuing Contract.
8. Some minimum amount of funding in support of the ADEPT program should be provided to every school district regardless of the number of Induction Contract teachers employed by the district in any given year.
9. To facilitate data aggregation and summarization at the State level, all districts must use the same Summary Evaluation Form for each contract level of teacher.
10. A statewide monitoring system should be established by the Department of Education. At present, the Department reviews district plans, but has no data on implementation of the plans once they are approved.
11. The data collection process supporting ADEPT should be streamlined. Whenever possible, available information should be used, rather than asking teachers and evaluators to produce new paperwork.
12. Updated training materials to support the pre-service teacher preparation program and the Induction Program should be prepared. In addition, increased opportunities for Induction Contract and, especially, Provisional Contract, teachers to observe other teachers should be provided.

Introduction

In 1997, the South Carolina General Assembly passed legislation directing the State Department of Education to adopt a set of state standards for teaching effectiveness that would serve as a foundation for assisting, developing, and evaluating all pre-service as well as in-service teachers. The resulting regulation, passed by the State Board of Education in 1998, described a comprehensive package called Assisting, Developing, and Evaluating Professional Teaching (ADEPT). Included in the package were the State Standards of Professional Teaching (known as the ADEPT Performance Dimensions), specific components for teacher induction, and recommended procedures for teacher evaluation at all contract levels (induction, provisional, annual, and continuing).

The Team-Based Evaluation and Assistance Model (TEAM) was developed by the State Department of Education, in collaboration with representatives of school districts and teacher education programs, to provide a set of procedures that school districts could use "as designed" or could modify "to suit local needs" (Bain, 1999). The following are some of the key elements of the TEAM process.

1. Evaluation decisions about teacher job performance are based on the consensus judgments of an evaluation team composed of three specially selected and trained evaluators.
2. Consensus evaluation judgments are made based on evidence collected from a variety of sources during the fall and spring semesters of the school year.

3. Evaluations are based on typical teaching performance in the ten ADEPT Performance Dimensions.
4. The evaluation team reviews all the data collected on a teacher for each of the Performance Dimensions and compares the evidence to competent performance descriptions developed for each Performance Dimension.
5. Based on the comparison, the team makes a consensus judgment of either Competent or Needs Improvement on each Performance Dimension. These judgments are then used to make an overall evaluation judgment of Competent, Needs Improvement, or Unsatisfactory.
6. In completing this process, the team must document its judgments by providing a rationale and supporting evidence on Consensus Evaluation Sheets.
7. Evaluation results are summarized on an Evaluation Summary Sheet, with suggestions as to how performance may be improved provided as necessary.
8. Evaluation conferences are held with teachers to present and discuss the results of the evaluation. Teachers receive written copies of the results, along with recommendations for improvement and, if necessary, a plan for remediation. (Source: Bain, 1999.)

Purpose of the External Review

It has been five years since the General Assembly passed the legislation that led to the development of ADEPT. The purpose of this external review is to offer a status report on the ADEPT program; to determine what modifications, if

any, are needed; and to suggest ways in which these changes can be made. Specifically, the review is intended to answer the following five questions.

1. What is the current state of implementation of the ADEPT program?
2. How are state funds used to operate the ADEPT program?
3. What are the strengths, weaknesses, and impact of the ADEPT program?
4. How effective is the program in improving teacher quality?
5. How does the ADEPT program stack up against current best practice?

The Design of the Study

Table 1 outlines the design of the external review. In the table the data sources are related directly to the research questions. Overall, five sources were used to collect the data needed to answer the research questions. Each of these sources is described below.

Documents Describing the ADEPT Program

The initial documents read in preparation for the study were the law¹ and the regulations² pertaining to the ADEPT program. Next, the *Team-Based Evaluation and Assistance Model (TEAM) Teacher Handbook* (Bain, 1999) was read. This provided an understanding of the recommended TEAM process as outlined above.

E-mails were then sent to the 85 school district ADEPT coordinators asking them about the evaluation model that was used in their districts and requesting information about the model they did use if they did not use the

¹ Section 59-26-10, et seq., South Carolina Code of Laws, 1976, as amended.

² State Board Regulation No.: R 43-205.1.

Table 1
Overview of the ADEPT External Review

Research Question	Data Source(s)
1. What is the current state of implementation of the ADEPT program?	Documents obtained from ADEPT coordinators describing the operation of the program at local school districts; Questionnaire distributed to teachers; Questionnaire distributed to principals, ADEPT coordinators, and superintendents; Questionnaire distributed to University ADEPT coordinators
2. How are state funds used to operate the ADEPT program?	Funding allocations obtained from S. C. Department of Education; Form completed by District ADEPT coordinators
3. What are the strengths, weaknesses, and impacts of the ADEPT program?	Questionnaires (see Research Question 1)
4. How effective is the program in improving teacher quality?	Questionnaires (see above); Completed Summary Evaluation Forms for teachers not meeting ADEPT standards two consecutive years; Discussions with selected Assistant/Associate Superintendents of Curriculum and Instruction ¹
5. How does the ADEPT program stack up against current best practice?	Review of current research literature as well as teacher evaluation programs used in other states

¹ This is a generic title. Educators who serve in this capacity have different titles in different school districts. However, all of those attending the discussions were members of the South Carolina Instructional Roundtable.

TEAM model. Documents were received from:

- one of the districts that was a member of the consortium of the 17 school districts using the Summative Teacher Evaluation Program (STEP 1-2-3) model;
- Dorchester School District Two (describing its Teacher Evaluation Program, Version B -- TEP-B -- model);
- Greenville School District (describing their progress toward developing their Performance Assessment System for Teachers (PAST));
- Greenwood School District 50 (describing its Leadership through Evaluation, Assistance and Development -- LEAP -- model);
- Richland School District Two (describing their Standards for Quality Education Teacher Evaluation Program -- STEP -- model);
- Spartanburg District Two (describing their Procedures for Evaluating and Assisting Teachers -- PEAT -- model); and
- York District Four (describing their Framework for Evaluating and Assisting Teachers -- FEAT -- model).

Information about other district-specific models was obtained during e-mail correspondence or telephone calls with appropriate district ADEPT coordinators.

An analytical framework was developed to examine the documents in terms of the first research question (see Appendix A). The framework was used to make notes based on the written and/or oral descriptions of each evaluation model and to compare the models on the various components that all ADEPT evaluation models are expected to include.

As shown in Appendix A, the framework contains 14 components. These components are the (1) performance dimensions (also known as the state standards of professional teaching), (2) number of members on the evaluation team, (3) composition of the evaluation team (in terms of teachers, administrators, etc.), (4) sources of data used to inform and support the evaluation, (5) scheduling of the observations, (6) total time to be spent on the observations, (7) type of observational data (e.g., narratives, checklists, rubrics), (8) format of the data pertaining to the three planning standards (PD1, 2, and 3), (9) format of the data pertaining to the professional responsibilities standard (PD10), (10) format and structure of the summary evaluation forms, (11) performance standards that are set for individual performance dimensions, (12) overall performance standard used to determine whether a teacher "passes" the evaluation, (13) scheduling and structure of conferences, and (14) content and format of the improvement plans.

Teacher and Administrator Questionnaires

Teacher and administrator questionnaires were designed to gather data on the strengths, weaknesses, and impact of the ADEPT program. Teachers' and administrators' perceptions of the operation of the ADEPT program (that is, how well it operated) were also obtained.

The Content of the Questionnaires

In order to collect a reasonably large amount of data on the strengths, weaknesses, and impact of ADEPT in a relatively short period of time, a decision was made to develop a structured questionnaire. That is, the questionnaire would contain a list of possible strengths, possible weaknesses, and possible impacts, and ask those completing the questionnaire to select their response to

each item on the list from a set of response options. The question, then, became how to determine what to include in the various lists.

A decision was made to bring together several focus groups to talk about their perceptions of the strengths, weaknesses, and impact of ADEPT, and then use the most frequently mentioned strengths, weaknesses, and "impacts" as the basis for developing the questionnaire. Six focus groups were formed, one each in the Berkeley, Dorchester 2, Lexington 4, Lexington-Richland 5, Spartanburg 6, and Spartanburg 7 school districts. Each group met for about 90 minutes and participants were asked a series of open-ended questions (see Appendix B).

Based on the data obtained from these focus groups, 10 possible strengths, 11 possible weaknesses, and 10 possible impacts were identified and included on the questionnaires. In addition, spaces were provided so that those responding to the questionnaire could add their own strengths, weaknesses, and "impacts."

In addition to gathering data on the strengths, weaknesses, and impact of ADEPT, data concerning the operation of ADEPT were also to be gathered using the questionnaires. Items pertaining to operation were developed based on an analysis of the law and the regulations concerning the ADEPT program.

The Format of the Questionnaires

For each of the items associated with strengths, weaknesses, and impact, a decision was made to use traditional Likert scale responses (strongly agree, agree, disagree, strongly disagree) on the Teacher Questionnaire. The primary basis for the decision was the familiarity that most educators have with the Likert format. In addition, an option of "No Response" (NR) was included for those to whom a specific item did not apply or about which they had no opinion.

Because administrators were asked to consider various contract levels of teachers, a simple "yes-no" response was requested to each item for each contract

level on the Administrator Questionnaire. Thus, administrators made three responses to each possible strength, possible weakness, and possible impact -- one for induction contract teachers, one for annual contract teachers, and one for continuing contract teachers.

For each of the items associated with the operation of the ADEPT program, a decision was made to establish a "quality of implementation" ranging from Excellent to Poor. That is, the focus was on how well each particular element of the ADEPT program was being implemented in their schools or districts. Once again, a "No Response" option was included.

A "General Information" form was included on both questionnaires to gather basic demographic data as well as data pertaining to pilot projects or initiatives that were in place in the school or district and the respondents' impressions about the impact that ADEPT has had on them and on the state. Finally, a cover letter was prepared which outlined the purpose of the questionnaire, the way in which the questionnaire was laid out, and how the completed questionnaire should be returned.

In an attempt to increase the response rate and the validity of the data, the questionnaire was printed back-to-front on an 11" x 17" sheet of paper. This sheet was then folded twice so that, when completely folded, the return mailing address would appear on the front side and the cover letter on the reverse side. Stamps were added to the questionnaires so they could be dropped into a mailbox when completed. In this way, no one other than the researcher saw the responses made to the questionnaires. Copies of the Teacher Questionnaire and Administrator Questionnaire are included as Appendixes C and D, respectively.

The Samples

Copies of the Administrator Questionnaire were sent to all district ADEPT coordinators and all district superintendents. Along with the questionnaire, each district superintendent received a personal letter emphasizing the importance of including the superintendent's perspective in the external review of ADEPT. ADEPT coordinators were informed via e-mail that their questionnaires had been mailed out.

In terms of the Teacher Questionnaire, a decision was made to randomly select a sample of 100 schools and then have the principal of each school distribute copies of the Teacher Questionnaire to appropriate, quasi-randomly selected teachers in his or her school. "Appropriate" was defined in terms of current participation in the ADEPT program, either as a teacher being evaluated or as a teacher serving as a peer evaluator. "Quasi-random" meant the principal would distribute copies of the questionnaire to 15 "appropriate" teachers without a conscious decision as to whom to include and whom to exclude in the distribution process. If there were fewer than 15 "appropriate" teachers, principals were instructed to return the remaining questionnaires so that an accurate count of the questionnaires distributed and returned could be maintained. Each principal also was asked to complete and return a copy of the Administrator Questionnaire.

To select the sample, a three-by-three matrix was constructed (geographic location x school level). The three geographic locations were upper, middle, and lower parts of the state. The three school levels were elementary, middle, and high schools. Each school in the state was placed into one of these nine cells (e.g., upper-elementary, lower-high). The number and percent of schools placed in

each cell was examined and a sampling plan was established based on the number and percent of schools in each cell. The result was as follows:

- Elementary schools, lower part of the state = 20% of the sample;
- Elementary schools, middle part of the state = 18% of the sample;
- Elementary schools, upper part of the state = 18% of the sample;
- Middle schools, lower part of the state = 7% of the sample;
- Middle schools, middle part of the state = 8% of the sample;
- Middle schools, upper part of the state = 8% of the sample;
- High schools, lower part of the state = 7% of the sample;
- High schools, middle part of the state = 7% of the sample; and
- High schools, upper part of the state = 7% of the sample.

More elementary schools were included in the sample simply because there are more of them.

Once these schools were chosen, a letter was sent to the principal of each school informing him or her of the purpose of the study and inviting him or her to participate. A self-addressed, return address postcard was included with the letter. Principals were instructed to check either the "Yes" box or "No" box on the postcard and return it. If a postcard marked "No" was received, a school in the same cell was randomly selected to replace the non-participating school.

Overall, 151 principals were contacted. Of these, 51 declined to participate and their schools were replaced. Another nine principals did not return the postcard. Packets containing a letter to the principal, a copy of the Administrator Questionnaire, and 15 copies of the Teacher Questionnaire were

mailed to the remaining 91 principals ($151 - 51 - 9 = 91$). Completed Administrator Questionnaires and Teacher Questionnaires were returned from 83 of these 91 schools. That is, eight principals who indicated they would participate in the study did not do so.

A comparison of the original sample (OS) of selected schools with the final sample (FS) of responding schools is shown in Table 2. As can be seen in Table 2, the percents in each cell are quite similar, never differing by more than 2.5%. The median difference is 1.0%. Furthermore, 48 of the 85 school districts are represented in the final sample of schools. The original sample included 50 of the 85 districts. Despite the replacements and non-responses, then, the final sample quite closely approximates the original sample. This suggests that the results of the study are likely to be generalizable to the state as a whole.

Final Sample of Administrators

Of the 251 copies of the Administrator Questionnaire that were mailed out³, 170 (or 67.7%) were returned. Almost 85% of the ADEPT coordinators returned completed questionnaires. Similarly, slightly more than 80% of the principals returned completed questionnaires. The return rate was much lower for the superintendents, with slightly less than 40% returning completed questionnaires. Of those returning completed questionnaires, 92.9% indicated that they were ADEPT evaluators, 38.3% reported that they were ADEPT induction team members, and 37.6% stated that they were ADEPT trainers.

³ Two of the ADEPT coordinators were superintendents. Therefore, there were 85 superintendents, 83 ADEPT coordinators, and 83 principals who received copies of the Administrator Questionnaire.

Table 2

Sample of Schools for Distribution of Teacher Questionnaire

Location in State	School Level		
	Elementary Schools	Middle Schools	High Schools
Lower Part	OS = 20% FS = 20.5%	OS = 7% FS = 6.0%	OS = 7% FS = 6.0%
Middle Part	OS = 18% FS = 15.7%	OS = 8% FS = 8.4%	OS = 7% FS = 7.2%
Upper Part	OS = 18% FS = 19.3%	OS = 8% FS = 9.7%	OS = 7% FS = 7.2%
Overall	OS = 56% FS = 55.4%	OS = 23% FS = 24.1%	OS = 21% FS = 20.5%

Note. OS refers to the original sample; that is, the sample of 100 randomly selected schools. FS refers to the final sample; that is, the sample of 83 schools from which completed questionnaires were returned.

Final Sample of Teachers

A total of 1,245 copies of the Teacher Questionnaire were mailed to the principals of the 83 participating schools. Consistent with the instructions given to them, 28 copies of the Teacher Questionnaire were returned by the principals. Of the remaining 1,217 copies of the Teacher Questionnaire, 799 (or 65.5%) were returned by teachers. Of these, 57.2 % taught in elementary schools, 21.3%, in middle schools, and 21.4% in high schools. These percents approximate those shown in Table 2 for the final sample of schools, being slightly higher for elementary schools and slightly lower for middle schools. Thus, the sample of teachers who returned completed questionnaires seems to approximate the sample of teachers to whom the questionnaires were distributed.

Of the teachers who returned questionnaires, 13.7% were induction year teachers, 5.5% were provisional contract teachers, 14.5% were annual contract teachers, and 66.3% were continuing contract teachers. Almost 40% of those returning completed questionnaires indicated that they were currently serving as peer evaluators. In terms of years of teaching experience, the average was 11.75 years, with a range from 1 to 38 years.

University ADEPT Coordinator Questionnaire

The primary purpose of the University ADEPT Coordinator Questionnaire was to determine the strengths, weaknesses, and impact of ADEPT as perceived by University ADEPT Coordinators. A secondary purpose was to determine the emphasis given to each of the ten ADEPT Performance Dimensions (PDs) in the institution's teacher preparation program. Both ratings on a 4-point scale and rankings (from 1 to 10) were used to solicit the coordinators' perceptions of the emphasis given to each PD.

A copy of the questionnaire is included as Appendix E. The questionnaire was first sent as an e-mail attachment to the 31 University ADEPT Coordinators. Regular mail was used to send a hard copy to those who hadn't responded to the e-mail request for information within a two-week period. The combination of e-mail and regular mail requests resulted in a return rate of 18 of the 31 coordinators (58.0%).

On average, the coordinators reported having 12.5 years of post-secondary experience. They had served as the University ADEPT Coordinator for slightly more than four years, virtually since the establishment of ADEPT. Two-thirds had received their ADEPT training from the S. C. Department of Education and all believed that the training they received was adequate.

As expected, virtually all of the PDs received ratings of "3" or "4" (with "4" indicating "great emphasis") from the vast majority of the University ADEPT Coordinators. Consequently, a decision was made to use only the rankings data in reporting the results.

District ADEPT Coordinators Funding Form

The District ADEPT Coordinators Funding Form was used to collect the bulk of the data needed to answer the second research question (see Table 1). As shown in Appendix F, the form is quite simple to complete. The coordinator begins by determining the amount of state funds provided in support of the ADEPT program in his or her district. Then, using relatively large budget categories, the coordinator indicates the amount of dollars allocated to each category and the percent of the total state-funded ADEPT budget that that amount represents. An example is provided at the bottom of the form.

The form was sent as an e-mail attachment to all 85 ADEPT coordinators, with a reply requested within two weeks. Completed forms were returned as e-mail attachments by 49 of the 85 coordinators (57.6%).

Dr. Kathy Meeks, Office of Teacher Evaluation, S. C. Department of Education, provided data pertaining to the 2002-2003 funding of the ADEPT program per district. These data were used to verify the funding reported by the district ADEPT coordinators and to determine the total amount of funding provided to all districts in support of the ADEPT program.

Completed Summary Evaluation Forms

The Office of Teacher Evaluation maintains a file of all Summary Evaluation Forms of teachers who have failed to meet the standards for two consecutive years (e.g., Induction Contract year and Provisional Contract year). In order to return to the teaching profession in South Carolina these teachers must successfully complete 12 hours of coursework at a higher education institution. If they are Annual Contract teachers who also fail during their second Annual Contract year, they cannot be employed as a teacher in the state two years (see Appendix G).

Over the past three years (1999-2000, 2000-2001, and 2001-2002), 73 teachers fell into this category. Of the summary forms available for these 73 teachers, 63 were either the standard TEAM Summary Evaluation Forms (see Appendix H) or were alternative Summary Evaluation Forms that contained ratings of teacher performance on a performance dimension-by-performance dimension basis. The forms available for the other 10 teachers did not provide performance dimension-by-performance dimension ratings and were eliminated from the analysis.

Discussions with District Associate Superintendents

The final source of data consisted of discussions with nine district associate superintendents of curriculum and instruction. The focus of these discussions was on issues pertaining to teacher quality, both individually (that is, teacher-by-teacher) and collectively (that is, the quality of the teaching force). In this regard, the feasibility of developing a continuum of teacher quality was discussed (see Appendix I). Each discussion lasted from 60 to 90 minutes.

Results of the Study

As mentioned earlier, the external review of ADEPT was guided by five research questions (see page 3). In this section, the results of the study are presented and discussed separately for each of the first four research questions. Evidence gathered in terms of the fifth research question is scattered throughout the discussion of the results of the study, as well as conclusions derived from the study and recommendations offered based on the results.

Current State of Implementation

To examine the current state of implementation of ADEPT, three separate questions need to be addressed. First, how should ADEPT be implemented (in light of current law and regulations)? Second, how is ADEPT being implemented? Third, how well is ADEPT being implemented? Each of these questions is addressed in a separate section.

How Should ADEPT Be Implemented?

According to the current law and regulations, ADEPT is multi-faceted. Consequently, the answer to the question, "How should ADEPT be implemented?" depends to a great extent on the contract level of the teacher. As described by the S. C. Department of Education on its website, "The ADEPT

System Performance Dimensions (PDs) provide the foundation and continuity for all of the stages of teacher development and employment covered by the ADEPT system."

Four contract levels are described in both the law and the regulations: induction, provisional, annual, and continuing. In addition, ADEPT applies to student teachers (that is, teachers currently enrolled in teacher preparation programs who aspire to become teachers).

Figure 1 is an attempt to locate the various contract levels (as well as student teaching) in such a way that the differences among these teacher categories can be more easily understood. The horizontal dimension of the figure is labeled "Formative-Summative" whereas the vertical dimension is labeled "Formal-Informal." The horizontal dimension concerns the primary purpose of the evaluation. Formative means that the primary purpose is to assist the teacher being evaluated to improve his or her teaching performance. Summative means that the primary purpose is to make a determination of whether to continue to employ the teacher or whether the teacher should be promoted to the next contract level (e.g., from Induction to Annual; from Annual to Continuing).

The vertical dimension concerns the amount of structure provided for the evaluation -- structure in terms of specified standards, data collection requirements, documentation needs, and the like. The State Board regulations differentiate between two levels of structure -- formal and informal. As might be expected, the structure is more formal when employment decisions need to be made based on the results and less formal when the results are used exclusively to assist teachers in becoming better teachers. Thus, in Figure 1, there is a reasonably strong relationship between structure and purpose.

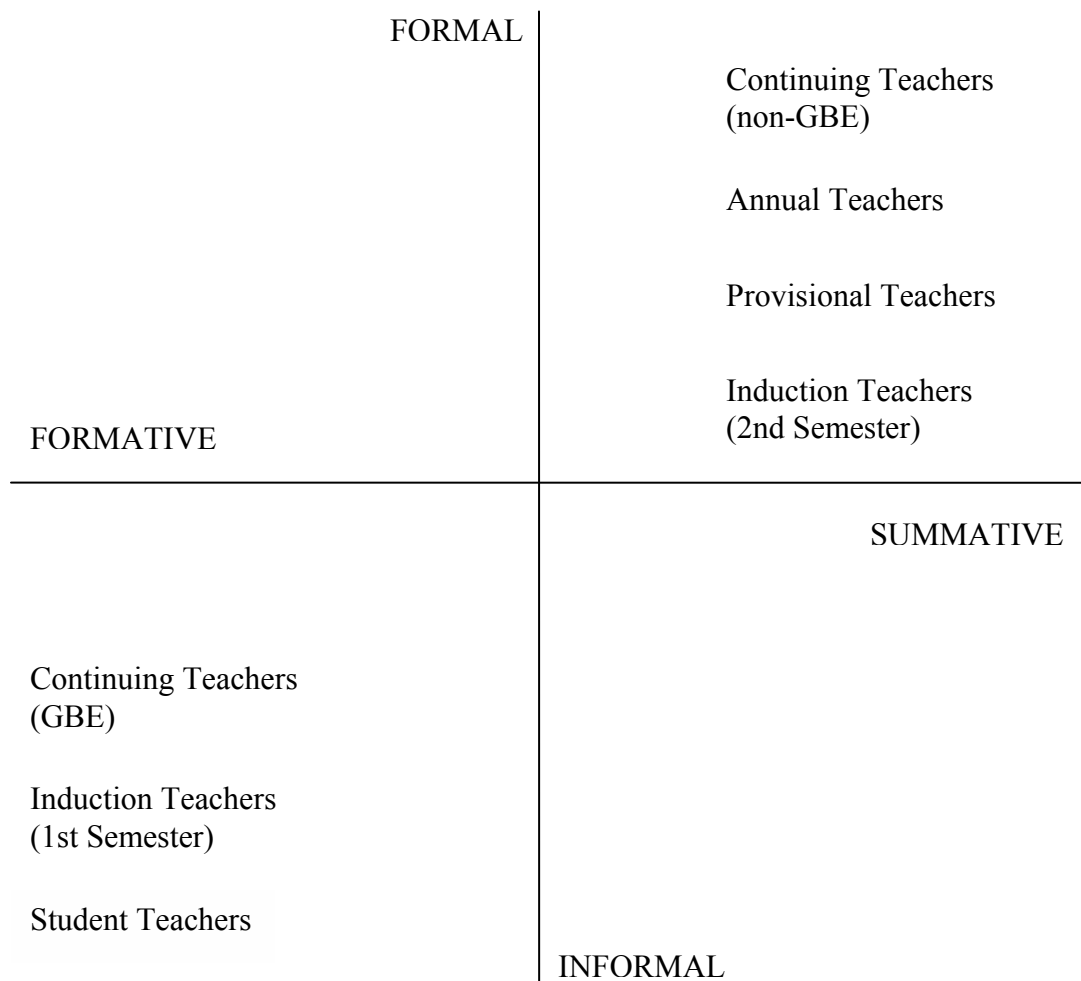


Figure 1. Two-dimensional analysis of the ADEPT program

The contract levels are positioned in Figure 1 in terms of their primary purpose and accompanying structure. The phrase "primary purpose" is used because the ADEPT program often serves multiple purposes for a single contract level of teachers. This point will become clearer when we consider induction and continuing contract teachers. Beginning with student teachers, however, the primary purpose of ADEPT is formative and the program is relatively informal. In contrast, for provisional contract teachers, the primary purpose of ADEPT is summative (since they were judged not to have made satisfactory progress during their induction contract year), the program is relatively formal.

The distinction between "formal-summative" and "informal-formative" is most clear in the case of continuing contract teachers. The State Board regulations pertaining to continuing contract teachers read, in part, as follows:

"Teachers employed under continuing contracts must be evaluated at least once every three years. The evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are any concerns about a teacher's performance or if an employment decision may need to be made. ... An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based."

Therefore, continuing contract teachers appear twice in Figure 1. Those involved in Goal-based Evaluation (GBE) are placed in the "formative, informal" quadrant. Those not involved in GBE would fall into the "summative, formal" quadrant.

Induction teachers also appear twice in Figure 1. During the first semester, ADEPT is primarily "formative, informal." During the second semester, however, the emphasis shifts to some degree to "summative, formal." This shift is more pronounced in some districts than in others. Regardless of the district, however, the reason for this shift is that an employment decision about

each Induction Contract teacher must be made no later than April 15th. This sometimes subtle shift from providing assistance to making an employment decision necessitates a shift in the location of Induction Contract teachers in Figure 1.

Table 3 summarizes the structure of ADEPT in terms of the various contract levels of teachers. Because ADEPT operates so similarly for Provisional and Annual Contract teachers, these two contract levels have been combined in a single column. Orientation, training, and preparation are all elements of the ADEPT program for student teachers, Induction Contract teachers, Provisional Contract teachers, and Annual Contract teachers. There is no "X" associated with "formation of assistance/evaluation team" for student teachers because the team consists of the university supervisor and the supervising teacher at the school site.

The TEAM model (and its variations) consists of the performance dimensions, data collection and documentation, feedback and assistance, judgments about teacher performance, and written documentation. These elements pertain to all teachers except Continuing Contract teachers who are participating in GBE (which is the vast majority of Continuing Contract teachers).

For Induction and Annual Contract teachers there must be criteria and requirements that are to be met by the teachers to successfully complete their respective contract years. In addition, for Induction Contract teachers, the regulations state that there must be procedures to *assure* that all Induction Contract teachers observe and/consult with a variety of experienced teachers and meet as a group to share information, ideas, and suggestions about teaching. Finally, for Continuing Contract teachers, the regulations lay out the sequence of

Table 3
The Complex Structure of the ADEPT Program

	Student Teachers	Induction	Provisional/Annual	Continuing
ORIENTATION, TRAINING, & PREPARATION				
Orientation for teachers	X	X	X	
Training for those involved in assistance/evaluation	X	X	X	
Formation of assistance/evaluation team		X	X	F
TEAM (OR ALTERNATIVE MODEL)				
Standards (Performance Dimensions)	X	X	X	F
Data collection and documentation	X	X	X	F
Feedback	X	X	X	F
Assistance (consultation, improvement plan)	X	X	X	F
Consensual written summary and overall rating	X		X	F
OTHER FACETS				
Criteria and requirements to complete contract year		X	X (Annual Only)	
Opportunities to observe other teachers		X		
Opportunities to meet with other teachers		X		
Determining growth and development goals				G
Preparing plans for accomplishing the goals				G
Determining evidence to demonstrate goal accomplishment				G
Determining plan for monitoring progress				G

Note. State Board regulations pertaining to Continuing Contract teachers state that "the evaluation may be formal or informal, at the discretion of the district, based on an individual teacher's needs and previous performance. A formal evaluation must be conducted if there are concerns about a teacher's performance or if an employment decision may need to be made. ... An informal evaluation should be conducted if a teacher consistently performs at levels commensurate with the expectations of the ADEPT Performance Dimensions. An informal evaluation could be goal based." In the table, F stands for formal evaluation, whereas G stands for goal-based evaluation.

steps involved in GBE: (1) determining goals, (2) preparing plans to achieve the goals, (3) determining the evidence needed to demonstrate goal accomplishment, and (4) preparing a plan for monitoring progress toward goal accomplishment.

The purpose of this section has been to summarize how the ADEPT program is intended to be implemented. In the next section, we will explore how the ADEPT program is being implemented in school districts across the state.

How Is ADEPT Being Implemented?

The primary purpose of this section is to present and discuss the data concerning the implementation of the ADEPT program in public schools throughout the state. The focus is on the formal evaluation component of ADEPT (that is, the evaluation models used with induction, provisional, annual, and selected continuing contract teachers). Secondly, data collected on the informal evaluation method -- Goal-Based Evaluation -- are also reported and discussed. No data on the implementation of ADEPT in higher education institutions are presented. It became apparent very early that an investigation of ADEPT implementation in the 31 higher education institutions involved in teacher preparation was well beyond the scope of this study.

Formal Evaluation

As mentioned in the description of the research design, documents describing the TEAM model as well as variations in the TEAM model used by different school districts were collected. Two variations -- STEP 1-2-3 and FEAT/PEAT -- are used in multiple districts. Other variations, termed district-unique, are used in individual school districts. Fifty-three of the districts (62.3%)

use the TEAM model, 17 (20%) use STEP 1-2-3, five (5.9%) use either FEAT or PEAT, and ten (11.8%) use a district-unique model.⁴

All of the obtained documents were subjected to analysis using the framework included as Appendix A. The results of this analysis are presented in Appendix J (for TEAM and STEP 1-2-3) and Appendix K (for FEAT/PEAT and selected district-unique models).

Performance Dimensions. The State Board regulation contains ten Performance Dimensions (PDs) along with the statement that all programs "must address, but are not limited to, the ADEPT Performance Dimensions." These Performance Dimensions provide the basis for the TEAM model (see Appendix J). FEAT/PEAT includes these Performance Dimensions, but arranges them into four clusters: planning, instruction, classroom environment, and professional responsibilities. STEP 1-2-3 includes three clusters (Planning, Teaching, and Professional), but has 15 Performance Dimensions. Although there is a sufficient overlap between these 15 Performance Dimensions and the 10 TEAM PDs, they are not identical. For example, there is no STEP 1-2-3 Performance Dimension that is obviously linked with Establishing and Maintaining High Expectations for Learners (PD4). Furthermore, five of the 15 STEP 1-2-3 Performance Dimensions are associated with the "Professional" cluster. As a consequence, the relative importance of Fulfilling Professional Responsibilities beyond the Classroom (PD10) is increased in the STEP 1-2-3 model.

Most of the district-unique models rely on the 10 TEAM Performance Dimensions. There are two noteworthy exceptions. Richland District Two's model contains six clusters, with each cluster containing between three and 17 "descriptors." Most of the 10 TEAM Performance Dimensions are included

⁴ Greenville is included in the district-unique category because, although they currently use TEAM, they have developed their own model which they intend to use beginning in the 2003-2004 school year.

within three of the clusters: Classroom Environment, Instruction, and Professional Knowledge. The other three clusters -- Materials and Resources, Student Responsibility, and Parent and Community Partnerships -- have no direct relationship with the 10 TEAM PDs.

Greenville's model contains eight Performance Standards. Once again, there is no one-to-one correspondence between these eight Performance Standards and the 10 TEAM PDs. Student Achievement, for example, is included in the Greenville model, but is not one of the TEAM PDs. At the same time, however, there is substantial overlap between the eight Performance Standards and the 10 TEAM PDs.

Evaluation Team. The regulations state that the evaluation team must include a "building administrator and one other trained evaluator matched as closely as possible to the teacher being evaluated regarding experiences in grade range, certification, and/or subject area." The TEAM model includes a three-member evaluation team -- a peer evaluator, a building administrator, and another qualified educator. The STEP 1-2-3 model includes a two-member team and allows various options concerning team membership (e.g., building administrators, district administrators, teachers, or others as identified by the district). The FEAT/PEAT model includes a two-member team for induction and annual contract teachers, but a three-member team for provisional, second annual, and continuing contract teachers. A building administrator and peer evaluator are included on the two-member team, with a person from outside the school added to the three-member team.

In terms of the district-unique models, they are fairly equally divided between two- and three-member teams. As in the case of the FEAT/PEAT model, three-member teams are almost always used when the decision is "high stakes."

Several of the models rely solely on administrators, eliminating peer evaluators altogether.

Data Sources. To collect the data needed to make informed decisions about the quality of teacher performance, the TEAM model relies on interviews, planning documents, observations, and self-reports. Interviews and planning documents are used for PDs 1-3, observations are used for PDs 4-9, and self-reports are used for PD10.

There are several variations of the TEAM model with respect to data sources. One of the most notable is the elimination of interviews in most non-TEAM districts. To gather data relative to long- and short-term planning, STEP 1-2-3 relies on a Planning Information Form, FEAT/PEAT relies on a combination of actual plans and planning questionnaires, and district-unique models include plans, questionnaires, assessment files (containing representative samples of student work), and portfolios.

Another variation with respect to data sources concerns the way in which observational data are recorded. The TEAM model suggests written records of the observation (i.e., narrative data). The FEAT/PEAT model allows observers to write notes on sheets of paper or use a structured form to organize their written notes in terms of the PDs. STEP 1-2-3 allows observers to use their own format, although a structured data collection form (basically a checklist with room for notes on relevant evidence) is available. Checklists and structured observation forms (see Appendix L) are used in several of the district-unique models.

In terms of time spent on observations, the TEAM model includes a minimum of 100 minutes per teacher per evaluator, 50 minutes in the fall and 50 minutes in the spring. There are a few, relatively slight, variations on the TEAM model in terms of these observational requirements. With two-member teams,

for example, each member is expected to conduct 150 minutes of observation (STEP 1-2-3). Some of the district-unique models reduce the total observational time per evaluator, requiring 50 minutes during the fall semester, but allowing evaluators to determine the need for additional formal or walk-through (i.e., informal) observations during the spring semester.

Evaluation Forms and Conferences. The TEAM model includes three forms (Consensus Evaluation, Preliminary Evaluation, and Final Evaluation) and two conferences (Preliminary Evaluation and Final Evaluation). All of the models include the two conferences and most use a Consensus Evaluation form. The biggest difference is in the format of the Preliminary Evaluation and Final Evaluation forms. Copies of the STEP 1-2-3 Evaluation Summary Form, the FEAT Final Evaluation Summary Sheet, and Greenville's Formal Teacher Performance Record are included as Appendix M.

Performance Standards. Performance standards are different from Performance Dimensions.⁵ Performance Dimensions indicate the **criteria** on which teacher performance will be judged (e.g., their ability to engage in long-term planning). Performance standards indicate the **level of performance** that teachers must achieve in order to be judged to be competent or proficient or professional (e.g., how well they must do on long-range planning to get credit). In the TEAM model, performance standards are set for each Performance Dimension as well as for overall performance. For each Performance Dimension, the performance standard is "Competent" or "Needs Improvement." For the overall performance, "Competent" means being rated "Competent" on all or all but one of the PDs and "Needs Improvement" means being rated "Competent" on seven or eight PDs. Anything less than "Competent" on seven PDs results in a

⁵ Just to confuse matters, Greenville has chosen to call their performance dimensions "performance standards."

rating of "Unsatisfactory" being assigned. The STEP 1-2-3 model uses a similar approach, with the term "Professional" being substituted for "Competent."

In the FEAT/PEAT model there also are performance standards for each PD. A teacher gets one point if the standard is met and zero points if it is not. However, the overall performance standard is based on the teacher's performance on each cluster as well as across all 10 PDs. For example, an overall rating of "Competent" means a minimum of 9 points AND no zero in any of the four clusters. The Richland District Two model is quite similar, relying both on "cluster" performance and overall performance to judge a teacher's performance. The other overall performance standards for FEAT/PEAT and for Richland District Two can be found in Appendix K.

The Greenville District model is unique in that rubrics are used as the basis for rating teacher performance relative to each Performance Dimension. Rubrics add a verbal description to each point along a rating scale (see Appendix N). In the Greenville District model, each rubric contains four rating categories: Exemplary, Proficient, Needs Improvement, and Unsatisfactory. This expands on the dichotomous "Competent/Needs Improvement" choice offered in the TEAM model. The basis for translating a teacher's performance on the individual Performance Dimensions into an overall rating is summarized in Appendix K.

Informal Evaluation (GBE)

As specified in the State Board regulations, Goals-based Evaluation (GBE) is an informal evaluation model designed for continuing contract teachers. The teacher and building administrator meet to establish the teacher's goals. At least three goals must be set and at least one goal must be accomplished annually. The goals are intended to promote professional growth and development: (1) in a

subject area for which the teacher is certified or is planning to become certified, (2) in instruction, technology, or assessment, and (3) through professional service. Goals also are to be supportive of school district strategic plans and school renewal plans. The regulations also include an interesting and potentially important alternative for continuing contract teachers; namely, they may elect to complete the process for pursuing National Board Certification as an overall goal. Once the goals have been established, teachers must develop plans for achieving the goals, the evidence needed to demonstrate accomplishment of the goals, and the manner in which progress toward accomplishing the goals will be monitored. All of these steps are completed "in consultation with their building administrator(s)."

Unlike the formal evaluation component of ADEPT which has, at least, some common ground, the informal evaluation component of ADEPT is highly district specific. For example, Spartanburg District Three requires that one of the three goals established by teachers "shall pertain to student achievement as measured by standardized testing (or other approved criteria for areas not tested)." The second goal "shall pertain to technological literacy including using the district e-mail package, using Word as the word processing package and using the Internet for instruction." The third goal "shall be related to professional growth, instruction, or school climate."

In contrast, the Calhoun County School District specifies that the teacher must have one professional growth goal in each of the three areas included in the State Board regulations. In addition, each goal should (1) lead to increased student learning through performance-based education, and (2) link directly to the district's strategic plan.

Finally, York District Four reminds teacher's of the State Board regulations, but focuses primarily on the criteria that the professional goals must meet. Goals must:

- reflect the mission statement of the school or district;
- lead to the continuous improvement of instruction and support services for all students;
- include the enhancement of existing skills and/or the acquisition of new skills;
- emphasize implementation with ongoing assessment of success; and
- include opportunities for collegiality, coaching, and mutual support among peers, support staff, and supervisors.

Finally, goals must be broad enough to promote long-term professional growth and should be unique for each teacher who participates in the process.

Despite the differences in goal setting, all districts follow a similar process once the goals are set, the process which is outlined in the State Board regulations as summarized above. In addition, districts have similar forms to facilitate and document steps along the way. They tend to include, at a minimum, (1) a goal setting form, (2) a monitoring/documentation form, and (3) an evaluation form. Examples of these forms, taken from three different districts, are included as Appendix O.

Summary: How Is ADEPT Being Implemented?

Since its inception, the implementation of ADEPT has become increasingly fragmented. Approximately three-fifths of the districts are still operating under the umbrella of the TEAM model. At the other extreme, ten districts (including Greenville County School District) have their own unique

variations of the TEAM model. A consortium of 17 districts, primarily smaller districts, is using the STEP 1-2-3 model. This model differs from the TEAM model in the (1) number of Performance Dimensions, (2) clustering of Performance Dimensions, (3) membership of the evaluation team (both in terms of numbers and composition), and (4) elimination of interviews. In fact, variations from the TEAM model exist on almost every component included in the analytic framework. One district is even shifting from unannounced observations to what might be termed "semi-announced" observations, with the first observation scheduled at a particular date and time and subsequent observations scheduled with specific time periods (e.g., sometime during the next two weeks).

With respect to GBE, there is a common sequence of steps that is followed by every district whose documents were examined. At the same time, however, questions such as "What constitutes appropriate goals?" "What performance standards should be used to determine goal attainment?" "On what basis are decisions to move continuing contract teachers from GBE to formal evaluation made?" remain unanswered. From anecdotal evidence gathered during conversations with numerous principals and teachers, GBE works as well as the principal wants it to work. This assertion leads nicely to the next section.

How Well Is ADEPT Being Implemented?

To address this question, we shall rely on the data obtained from the Teacher Questionnaire and the Administrator Questionnaire. Both questionnaires contained a section on the operation of the ADEPT program. A series of operational elements, taken primarily from an examination of the State Board regulations, was included in this section. One set of operational elements pertained to ADEPT overall, a second set to the ADEPT program as it applied to

induction contract teachers, and a third set to the GBE portion of ADEPT. Those responding to the questionnaire were asked to rate each element on a five-point scale: Excellent, Very Good, Good, Fair, or Poor. If they had no opinion or if the element did not apply to them, they were to circle No Response.

The results from the Teacher Questionnaire are summarized in Table 4. The numbers in the cells of the table represent the percent of teachers who rated each operational element as either "Excellent" or "Very Good." For example, 53.2% of Induction Contract teachers rated "relevance and importance of Performance Dimensions" as "Excellent" or "Very Good." Rather than examine the table row by row, column by column, or cell by cell, the focus is on six of the most interesting and potentially important findings.

First, all teachers, regardless of their contract level, gave the highest ratings to the accuracy of the observational data. The lowest ratings were given to the clarity and usefulness of the various forms. The other general operational elements (that is, those in the first section of the table) fell somewhere in between.

Second, Induction Contract teachers gave higher ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. In contrast, Annual Contract teachers gave lower ratings to the timeliness and usefulness of the feedback than teachers at all other contract levels. Concerns for the lack of feedback given to Annual Contract teachers were voiced in the majority of the focus groups.

Third, and somewhat surprisingly, teachers, regardless of contract levels, rated the qualifications of administrators as evaluators higher than the qualifications of peer evaluators. This difference is statistically significant for Induction and Provisional Contract teachers. This finding is surprising in light of

Table 4 Teachers' Perceptions of the Operation of the Program

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Relevance and importance of Performance Dimensions	53.2%	43.8%	42.9%	43.3%
Qualifications of peer evaluators	44.3%	40.6%	41.2%	43.6%
Qualifications of administrators as evaluators	64.6%	62.5%	50.6%	50.7%
Frequency of observations	45.6%	34.4%	35.3%	31.7%
Accuracy of observational data	78.5%	75.0%	75.3%	75.5%
Timeliness and usefulness of feedback	44.3%	28.1%	17.7%	29.9%
Clarity and usefulness of various forms	34.2%	25.0%	18.8%	24.0%
Clarity of standards used to make judgments	46.8%	31.3%	29.4%	31.2%
Clarity and usefulness of conferences	49.4%	35.5%	34.1%	35.8%
Clarity and usefulness of written reports of results	45.6%	31.3%	34.1%	31.6%

	Contract Level			
Operational Element	Induction	Provisional	Annual	Continuing
Usefulness of orientation sessions	42.9%	22.2%	NA	NA
Effectiveness of mentors	53.3%	33.3%	NA	NA
Opportunities to meet with other induction teachers	64.5%	29.6%	NA	NA
Opportunities to observe other teachers	36.4%	11.1%	NA	NA

Table 4 (continued)

Operational Element	Contract Level			
	Induction	Provisional	Annual	Continuing
Usefulness of professional growth plans	NA	NA	NA	34.0%
Usefulness of plans for achieving goals	NA	NA	NA	34.5%
Usefulness of monitoring progress toward goals	NA	NA	NA	32.4%
Usefulness of discussions of results with administrators	NA	NA	NA	33.4%

Note. The percents indicate the percent of the sample indicating that the element is Excellent or Very Good. NA means "not applicable." The data are based on the following sample sizes: Induction (n = 109); Provisional (n = 44); Annual (n = 116); Continuing (n = 530). Shaded cells indicate elements for which the ratings given by Induction Contract Teachers are significantly higher than those given by teachers at other contract levels. The single "striped" cells indicates an element for which the ratings given by Annual Contract Teachers are significantly lower than those given by teachers at other contract levels.

the fairly recent emphasis placed on involving teachers in the teacher evaluation process (Anderson and Pellicer, 2001).

Fourth, Provisional Contract teachers gave lower ratings to the clarity of standards used to make judgments about the teacher's performance than Induction Contract teachers. This suggests that a lack of clarity about performance standards may be one reason for the failure of Provisional Contract teachers to achieve the standards the previous year (when they were Induction Contract teachers). This finding leads quite nicely to the next one.

Fifth, Provisional Contract teachers rated all aspects of the Induction Program lower than did the Induction Contract teachers. In fact, fewer than one-third of the Provisional Contract teachers rated any of the four operational elements associated with the Induction Program "Excellent" or "Very Good" (see the middle section of Table 4). Importantly, Induction Contract teachers gave the lowest rating to opportunities to observe other teachers (only 36.4% rating this operational element as "Excellent" or "Very Good"). This might suggest that many Induction Contract teachers have few opportunities to do so.

Sixth, the Continuing Contract teachers gave relatively low ratings to all four elements associated with the Goal-based Evaluation component of ADEPT. In general, about one-third of the Continuing Contract teachers gave "Excellent" or "Very Good" ratings to the usefulness of the professional growth plans, the usefulness of plans for achieving the goals, the usefulness of monitoring progress toward the goals, and the usefulness of discussions of results with administrators.

Comparisons of the ratings given by members of various demographic groups were also made (e.g., peer evaluators versus non-peer evaluators; high school versus middle school versus elementary school teachers; less experienced

versus more experienced teachers; teachers using different evaluation models). These comparisons produced the following results:

- Peer evaluators gave higher ratings to virtually every operational element than did teachers who were not peer evaluators. The only exception was the clarity and usefulness of written reports.
- High school Continuing Contract teachers gave lower ratings to all aspects of Goals-based Evaluation (GBE) than did middle school and elementary school Continuing Contract teachers.
- Continuing Contract teachers with four or fewer years of teaching experience gave lower ratings to all aspects of GBE than did Continuing Contract Teachers with five or more years of teaching experience.
- The ratings given to all of the operational elements were quite similar regardless of the particular evaluation model used in the district.

Table 5 incorporates administrators' perceptions into our understanding of how well the ADEPT program is being implemented across the state. Three administrative categories are included in the table -- principals, ADEPT coordinators, and superintendents. Teachers are included as well as a basis for comparison. Once again, numbers in the cells represent the percent rating each operational element as "Excellent" or "Very Good." Also, as in the case of Table 4, certain findings are selected for discussion purposes.

First, the ratings given by the three categories of administrators to the 18 operational elements are very similar. In fact, none are statistically different.

Second, the ratings given by administrators and teachers to the 18 operational elements are also quite similar. There are noteworthy exceptions, however. Teachers gave lower ratings to the relevance and importance of the

Performance Dimensions than do the administrators. Teachers gave higher ratings to the accuracy of the observational data than do the administrators. Teachers gave lower ratings to the clarity of the standards used to make judgments about a teacher's performance than do the administrators. Induction and Provisional Contract teachers gave lower ratings to the usefulness of orientation sessions than do the administrators. Finally, Induction and Provisional Contract teachers gave lower ratings to the opportunities to observe other teachers than do the administrators.

Third, like the teachers, timeliness and usefulness of feedback received some of the lowest ratings among the 18 operational elements. In fact, timeliness and usefulness of feedback received the lowest rating by principals and superintendents.

Fourth, like the teachers, principals and superintendents rate the qualifications of administrators higher than the qualifications of peer evaluators. The ADEPT coordinators, however, disagree, rating the qualifications of both groups about the same.

Fifth, like the Continuing Contract teachers, administrators' ratings of the four operational elements associated with GBE are quite low. Principals' rated these elements slightly, but not significantly, higher than ADEPT coordinators, superintendents, and teachers.

Overall, the data reported in Tables 4 and 5 suggest that some aspects of ADEPT are being implemented better than others. The low ratings given to several of the operational elements suggest that there is room for improvement. Among the most problematic operational elements are the timeliness and usefulness of feedback, the clarity and usefulness of various forms, and all four operational elements associated with the GBE component of the ADEPT

Table 5

A Comparison of Administrators' and Teachers' Perceptions of the Operation of the Program

Operational Element	Category of Respondent			
	Principal	ADEPT Coordinator	Superintendent	Teacher
Relevance and importance of Performance Dimensions	71.1%	78.7%	70.4%	44.3%
Qualifications of peer evaluators	51.7%	59.7%	55.6%	42.9%
Qualifications of administrators as evaluators	72.9%	56.7%	64.3%	53.2%
Frequency of observations	40.0%	45.9%	46.4%	34.4%
Accuracy of observational data	48.3%	50.8%	53.6%	75.7%
Timeliness and usefulness of feedback	25.0%	27.9%	21.4%	30.2%
Clarity and usefulness of various forms	30.0%	41.7%	48.2%	24.8%
Clarity of standards used to make judgments	46.7%	52.5%	57.1%	33.3%
Clarity and usefulness of conferences	41.7%	50.0%	64.3%	37.7%
Clarity and usefulness of written reports of results	35.0%	49.2%	46.4%	34.0%
Usefulness of orientation sessions	73.3%	75.4%	78.6%	38.4%
Effectiveness of mentors	63.3%	60.7%	53.6%	49.1%
Opportunities to meet with other induction teachers	66.7%	80.3%	75.0%	55.9%
Opportunities to observe other teachers	51.7%	63.9%	60.7%	31.3%
Usefulness of professional growth plans	40.0%	32.8%	28.6%	31.0%
Usefulness of plans for achieving goals	40.0%	27.9%	28.6%	31.4%
Usefulness of monitoring progress toward goals	35.0%	21.3%	25.0%	29.4%
Usefulness of discussions of results with administrators	45.0%	26.2%	35.7%	31.2%

Note. The percents indicate the percent of the sample rate each element Excellent or Very Good. NA means "not applicable." The sample sizes are: Principals (n = 68); ADEPT Coordinators (n = 70); Superintendents (n = 32); Teachers (n = 799). The differences among the three administrative categories (principals, ADEPT coordinators, and superintendents) were not statistically significant. Shaded cells indicate elements for which the ratings given by Teachers are significantly lower or higher than those given by the administrators.

program. Many of these are revisited when the strengths, weaknesses, and impact of the ADEPT program is considered later in this report.

Use of State Funds to Operate the ADEPT Program

Two sources of data were used to answer this second research question. First, Dr. Kathy Meeks, Office of Teacher Evaluation, S. C. Department of Education, sent a list of the state-appropriated funds provided to each school district in support of the ADEPT program for FY 2002-03. These data are included in Appendix P. Second, the District ADEPT Coordinators completed a form indicating how the allocated funds were spent (see Appendix F).

As shown on the bottom of the third page of Appendix P, slightly more than \$2 million of state funds were appropriated for the ADEPT program during FY 2002-03. The funds are allocated to districts based on the number of Induction Contract teachers in the district during a particular fiscal year. Thus, a district with only one Induction Contract teacher (for example, Hampton District One) would receive a total of \$832.70 (the per teacher funding rate), whereas a district with 266 Induction Contract teachers (that is, Greenville) would receive a total of \$221,497.90.

These data suggest one conclusion and raise one important question. The conclusion is that state funding of ADEPT is intended primarily to support the Induction Program. Other sources of funding must be found to support the other facets of the ADEPT program (e.g., Provisional Contract evaluation, Annual Contract evaluation, and Continuing Contract evaluation). The question is whether it is possible to support an Induction Program in a district with a total of \$832.70. In fact, nine of the districts receive less than \$1,700.00 in support of the ADEPT program. Twenty-one of the districts (almost one-fourth) receive less than \$5,000 in support of the ADEPT program. Is it possible to support an

Induction Program with these amounts of money? Or, is some minimum amount of money (that is, a baseline amount) needed to provide support for Induction Program?

The data obtained from the District ADEPT Coordinators were summarized in two ways. First, the percent of districts spending at least some portion of their state funds in each budget category was computed. This summary is contained in Table 6. Second, looking at the budget as a whole, the percent of funds spent in each budget category was computed. This summary is contained in Table 7.

Looking first at the percent of districts spending at least some state funds in each budget category (Table 6), we see that three-fourths of the districts spent some of their money on supplies, materials, and printing. Two-thirds of the districts spent some state-appropriated money on mentors. One-half of the districts spent some portion of their money on peer evaluators; one-half also spent some money on courses, workshops, and other purchased services. Fewer than one-fourth of the districts spent their state-appropriated funds on travel, substitute teachers, salaries/stipends, and "other" (e.g., food, unspecified).

An examination of the summary in Table 7 paints a similar, yet slightly different, picture. In terms of similarities, the top four budget categories in Table 7 are the same as those in Table 6. That is, most of the districts spent most of the state-appropriated money on mentors; peer evaluators; supplies, materials, and printing; and courses, workshops, and other purchased services. The difference is that, as expected, personnel costs were higher than the costs of supplies, materials, and printing, courses, workshops, and other purchased services. Slightly more than 60% of the state-appropriated funds were spent on mentors and peer evaluators. Another 27% were spent on supplies, materials, printing,

Table 6

Percent of Districts Spending Some State-Appropriated Funds in Budget Categories

Budget Category	Percent of Districts
Supplies, Materials, & Printing	75.0%
Mentors	66.7%
Peer Evaluators	50.0%
Courses, Workshops, Purchased Services	50.0%
Travel	22.9%
Substitute Teachers	10.4%
Salaries/Stipends	10.4%
Other	10.4%

Note. "Other" includes food and unspecified (e.g., general fund).

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Table 7

Allocation of State ADEPT Funds to Various Budget Categories

Budget Category	Percent of Total Budget
Mentors	31.8%
Peer Evaluators	28.6%
Supplies, Materials, & Printing	15.4%
Courses, Workshops, Purchased Services	11.6%
Salaries/Stipends	4.6%
Substitute Teachers	3.8%
Travel	3.1%
Other	1.1%

Note. "Other" includes food, teacher stipends, and unspecified.

courses, workshops, and other purchased services. The remaining 12.6% were spent on salaries/stipends, substitute teachers, travel, and "other."

Correlations linking the size of the district (in terms of student enrollment) and expenditures in various budget categories were calculated. Larger districts were more likely to spend money on mentors. On the other hand, smaller districts were more likely to spend money on courses, workshops, and other purchased services than larger districts. One interpretation of these findings is that larger districts are more likely to have the resources needed to provide assistance to Induction Contract teachers within the district. In contrast, smaller districts are less likely to have those resources "in house" so they must go outside the district to find them.

Finally, there were no differences in expenditures patterns for districts operating different evaluation models (that is, TEAM, STEP 1-2-3, FEAT/PEAT, and district-unique models). Expenditure of funds appears to be more influenced by district size than by evaluation model.

Strengths, Weaknesses, and Impact of the ADEPT Program

Three sources of data were used to collect the data needed to answer the third research question: the Teacher Questionnaire, the Administrator Questionnaire, and the University ADEPT Coordinator Questionnaire. The contents of the Teacher Questionnaire and the Administrator Questionnaire were the same, but the response format differed. Teachers were asked to respond to each statement by circling "SA" (strongly agree), "A" (agree), "D" (disagree) or "SD" (strongly disagree). Administrators were asked to respond to each statement three times, once as it applied to Induction Contract teachers, once as it applied to Annual Contract teachers, and once as it applied to Continuing Contract teachers. For each contract category, administrators were asked to

circle "Yes" if they considered the statement to be a strength, weakness, or impact, and "No" if they did not.

In contrast with the Teacher Questionnaire and Administrator Questionnaire, the University ADEPT Coordinator Questionnaire was an open-ended questionnaire. That is, University ADEPT Coordinators were asked to write what they believed to be the major strengths, weaknesses, and impacts of the ADEPT program.

Perceived Strengths

Table 8 summarizes the data related to perceived strengths of the program. The numbers in the cells indicate the percent of teachers or percent of administrators. For teachers, they indicate the percent of teachers strongly agreeing or agreeing that the statement represents a strength of the program. The statements are arranged in order according to the teachers' perceptions of ADEPT strengths.

For administrators, the numbers in the cells indicate the percent of administrators agreeing that the statement represents a strength of the program for each teacher contract level. Finally, the statements in bold font represent statements that at least 15% of the University ADEPT Coordinators indicated in writing they considered to be strengths of the program.

All of the statements of possible strengths included on the Teacher Questionnaire and Administrator Questionnaire were seen as actual strengths of the ADEPT program by the vast majority of teachers and administrators. In most cases, more than 85 percent of teachers and administrators strongly agree or agree that the statement represents a strength of the ADEPT program. Also, the differences between teachers' and administrators' perceptions of the strengths of the ADEPT program are very small.

Table 8
Perceived Strengths of the ADEPT Program

	Teachers	Administrators		
Statement	SA + A	Induction	Annual	Continuing
There is a common language for teachers and administrators.	94.8%	94.5%	95.3%	92.4%
Multiple observations by multiple observers provide more valid & reliable data.	94.2%	93.9%	95.3%	74.6%
Evaluators must provide specific evidence to support their judgments and decisions.	93.7%	88.4%	95.9%	76.8%
There are clear expectations for teacher knowledge and performance.	92.2%	91.0%	94.4%	82.9%
The Performance Dimensions provide a clear and explicit definition of good teaching.	92.1%	93.1%	93.9%	85.7%
There is a common framework for consensus and collaboration.	92.1%	91.2%	96.0%	88.7%
Useful feedback and specific recommendations for improvement are provided.	88.5%	93.1%	92.5%	78.0%
The process enables teachers to engage in self-assessment and self-evaluation.	87.2%	81.1%	76.2%	80.9%
There is a focus on continued growth and development of teachers at all levels.	87.1%	91.8%	91.8%	79.3%
Administrators are able to make better recommendations and decisions about teachers.	86.1%	92.4%	93.0%	80.6%

Note. For teachers, the numbers in the cells represent the percent either Strongly Agreeing or Agreeing with each statement. For administrators, the numbers represent the percent agreeing (as opposed to disagreeing) with each statement. Statements in **bold font** indicate strengths mentioned by at least 15% of the University ADEPT Coordinators in response to an open-ended question concerning strengths of the ADEPT program (see Appendix E). Shaded cells indicate strengths which the administrators' rated lower for Continuing Contract teachers than for other teachers.

The most interesting differences in Table 8 are those related to administrators' perceptions of the strengths of the ADEPT program as the program applies to teachers at different contract levels. The pattern here is quite clear: administrators are more likely to report strengths of the ADEPT program for Induction Contract and Annual Contract teachers than for Continuing Contract teachers. These differences are particularly large for possible strengths pertaining to the use of multiple observers and the need to provide specific evidence to support judgments and decisions.

If the perceptions of teachers, administrators, and University ADEPT Coordinators are considered in combination, six strengths of the ADEPT program emerge from the data. They are:

- The Performance Dimensions provide a clear and explicit definition of good teaching;
- There are clear expectations for teacher knowledge and performance;
- There is a common language for teachers and administrators;
- There is a common framework for consensus and collaboration;
- Multiple observations by multiple observers provide more valid and reliable data; and
- There is a focus on continued growth and development of teachers at all levels.

These strengths are quite consistent with is known about successful teacher evaluation programs (Millman and Darling-Hammond, 1990).

Perceived Weaknesses

Table 9 summarizes the data related to perceived weaknesses of the program. The numbers in the cells indicate the percent of teachers or percent of

Table 9
Perceived Weaknesses of the ADEPT Program

	Teachers	Administrators		
Statement	SA + A	Induction	Annual	Continuing
There is too much paperwork; reports can be simplified. [University ADEPT Coordinators add "too time consuming."]	80.1%	63.4%	79.4%	57.9%
There is a lack of consistency from one school district to another.	76.2%	76.4%	69.9%	76.6%
The compensation for peer evaluators is inadequate.	75.5%	NA	NA	68.2%
There is not enough time for peer evaluators and administrators to do all that needs to be done.	75.5%	72.7%	74.8%	70.3%
The planning interviews are filled with redundancy.	69.6%	49.2%	62.9%	NA
There is too much time between classroom observation and feedback.	51.7%	38.6%	54.5%	43.7%
The Performance Dimensions are overly general and subject to varying interpretations. [University ADEPT Coordinators add "overlap of PDs."]	44.1%	31.4%	32.9%	33.9%
There is a lack of well-trained peer evaluators.	42.6%	42.9%	40.9%	41.7%
Goal-based evaluation lacks intensity and meaning for many continuing contract teachers.	41.5%	NA	NA	72.0%
Annual contract teachers are virtually ignored.	38.8%	NA	16.3%	NA
The use of peers as evaluators is uncomfortable for both teachers and evaluators.	30.5%	26.2%	34.0%	44.3%

Note. See Table 9 note for explanation of cell contents and the use of bold font. NA means "not applicable."

administrators. For teachers, they indicate the percent of teachers strongly agreeing or agreeing that the statement represents a weakness of the program.

For administrators, they indicate the percent of administrators agreeing that the statement represents a weakness of the program for each teacher contract level. Finally, the statements in bold font represent statements that at least 15% of the University ADEPT Coordinators indicated in writing that they considered to be weaknesses of the program.

As shown in Table 9, there is far greater variation in perceptions of the weaknesses of the ADEPT program than there were of the strengths of the program. If we consider both teachers' and administrators' perspectives, and if we use two-thirds agreement as the cut-off point, there are four primary weaknesses of the ADEPT program.

- There is too much paperwork;
- There is a lack of consistency from one school district to another;
- The compensation for peer evaluators is inadequate; and
- There is not enough time for peer evaluators and administrators to do all that needs to be done.

From the administrator's perspective, these weaknesses are more evident at some contract levels than at others. For example, the paperwork problem is greater for Annual Contract teachers than for either Induction Contract or Continuing Contract teachers. Similarly, the problem of the time between when observations take place and when feedback to the teacher is provided is a greater problem for Annual Contract teachers than for Induction Contract Teachers or Continuing Contract teachers.

There are quite large differences between administrators' and teachers' perceptions on two of the statements. First, administrators are far more likely

than are teachers to suggest that the lack of intensity and meaning of GBE for many continuing contract teachers is a problem (72.0% vs. 41.5%). Second, administrators are far less likely than teachers to suggest that ignoring Annual Contract teachers is problem (16.3% vs. 38.8%).

University ADEPT Coordinators suggest two weaknesses that are slight modifications of those included on the Teacher Questionnaire and Administrator Questionnaire. First, they believe that there is too much paperwork involved in the implementation of ADEPT. In addition, however, they believe that ADEPT overall is too time consuming and could be streamlined. Second, rather than the Performance Dimensions being overall general and open to multiple interpretations, the University ADEPT Coordinators suggest that the problem is that there is too much overlap among the Performance Dimensions. Having a set of truly independent Performance Dimensions would be useful.

When all perspectives are considered, there are two primary problems associated with the ADEPT program. First, there is too much paperwork involved in its implementation. Second, there is a lack of consistency in its implementation from one school district to another.

Perceived Impact of the ADEPT Program

Table 10 summarizes the data related to perceived impact of the program. The numbers in the cells indicate the percent of teachers or percent of administrators. For teachers, they indicate the percent of teachers strongly agreeing or agreeing that the statement represents an impact of the program. For administrators, they indicate the percent of administrators agreeing that the statement represents an impact of the program for each teacher contract level. Finally, the statements in bold font represent statements that at least 15% of the

Table 10
Perceived Impact of the ADEPT Program

	Teachers	Administrators		
Statement	SA + A	Induction	Annual	Continuing
Novice teachers are helped to make it through their first year.	80.9%	95.9%	NA	NA
There has been an increase in the shared responsibility for good teaching.	80.8%	83.3%	82.8%	61.8%
Teachers are more effective in their classrooms.	79.0%	86.0%	82.6%	60.1%
Teacher-administrator relationships are more positive.	75.2%	76.3%	65.0%	61.3%
Recent college graduates are better prepared to enter the classroom.	74.2%	83.0%	78.6%	NA
Teacher professionalism has increased.	71.2%	73.0%	72.9%	59.8%
Teachers' self-confidence has improved.	66.5%	74.3%	68.4%	58.9%
The subjectivity present in teacher evaluation has been reduced.	64.2%	71.7%	72.2%	56.5%
Parents and the community have more positive perceptions of teacher quality.	52.7%	40.3%	38.8%	36.8%
Truly ineffective teachers have been removed from the profession.	35.5%	70.9%	72.3%	41.1%

Note. See Table 9 note for explanation of cell contents and the use of bold font. NA means "not applicable."

University ADEPT Coordinators indicated in writing that they considered to be impacts of the program.

As shown in Table 10, most of the possible impacts of ADEPT included on the Teacher Questionnaire and the Administrator Questionnaire were endorsed as actual impacts by the vast majority of both administrators and teachers. At the same time, however, the administrators' perceptions concerning the impact of ADEPT are quite different for different contract levels of teachers. In general, according to the administrators, the impact of ADEPT is far less on Continuing Contract teachers than on Induction Contract or Annual Contract teachers. This is particularly true in terms of an increase in their shared responsibility for good teaching, an increase in their effectiveness in the classroom, an increase in their professionalism, and their removal from the classroom when found to be ineffective.

If we use 70% as the cut-off (and if we exclude Continuing Contract teachers from the administrators' perspective), then administrators and teachers agree on the following impacts of the ADEPT program:

- Recent college graduates are better prepared to enter the classroom;
- Novice teachers are helped to make it through their first year;
- There has been an increase in the shared responsibility for good teaching;
- Teachers are more effective in their classrooms;
- Teacher-administrator relationships are more positive; and
- Teacher professionalism has increased.

At the other end of the spectrum, two of the possible impacts of ADEPT included on the questionnaires were rated the lowest by both teachers and

administrators. First, ADEPT had little impact on community perceptions. Apparently, the impact of ADEPT is greater within the educational community than outside it.

Second, ADEPT does not lead to the removal of truly ineffective teachers from the profession. However, these data are much more complex than they seem on the surface. Only about one-third of the teachers agreed or strongly agreed that ADEPT helped remove truly ineffective teachers from the profession. Administrators, when focusing on Continuing Contract teachers, tended to agree with the teachers' perceptions. When their focus shifted to Induction and Annual Contract teachers, however, the administrators did perceive that ADEPT helped to remove truly ineffective teachers from the profession. Furthermore, the removal of such teachers was mentioned as an impact of ADEPT by the University ADEPT Coordinators. One interpretation of these data is that ADEPT does not impact on the removal of truly ineffective Continuing Contract teachers, but does impact on the removal of truly ineffective Induction and Annual Contract teachers.

"What One Change ...?"

Teachers, administrators, and University ADEPT Coordinators were asked one final open-ended question. "If there were one change you would make in ADEPT, what would it be?" More than three-fourths of the teachers, more than one-half of the administrators, and more than one-third of the University ADEPT Coordinators did not respond to this question. Of those who did respond, Table 11 summarizes the most frequently given answers to this question. For a "suggested change" to be listed in the table, at least 5% of one of the groups had to give it as an answer to the question.

Table 11

Answer to Question: "What One Change ...?"

Change	Teachers	Administrators	University
Paperwork should be reduced and forms simplified	X	X	X
There needs to be more consistency across schools and school districts	X	X	X
More feedback should be provided in a more timely manner.	X	X	
The time needed to complete the process needs to be reduced		X	X
More adequate funding needs to be provided		X	
Peer evaluators should be eliminated		X	
Use of checklists should be eliminated			X

Note. More than three-fourths of the teachers, more than one-half of the administrators, and more than one-third of the University ADEPT Coordinators did not respond to the question. The changes included in the table are those mentioned by at least 5% of those in a particular category who did respond.

Only two changes were suggested by all three groups. Interestingly, but not surprisingly, these changes were directly linked with the first two perceived weaknesses listed in Table 9. First, the paperwork should be reduced and the forms need to be simplified. Second, there needs to be more consistency in implementation across schools and school districts.

Teachers and administrators suggested that teachers need more feedback in a more timely manner. This is a bit surprising, since timeliness of feedback was not among the highest rated weaknesses (see Table 9). Administrators and University ADEPT Coordinators recommend that the time needed to complete the process needs to be reduced. Administrators believe that peer evaluators should be eliminated; University ADEPT Coordinators believe that the use of checklists as a means of recording observations should be eliminated.

ADEPT and Improvement in Teacher Quality

The easiest way to answer the fourth research question, concerning the impact of ADEPT on teacher quality, is to examine teachers,' administrators,' and ADEPT University Coordinators' responses to the question, "Has ADEPT increased overall teacher quality in the state?" More than one-half of the administrators and ADEPT University Coordinators replied, "Yes, it had." The others either said "No, it had not" (about 14%) or "I don't know" (almost one-third). With respect to teachers, slightly more than one-half replied that they did not know whether ADEPT had improved teacher quality in the state or not. However, when asked, "Has participating in ADEPT helped you become a better teacher?" almost two-thirds of the teachers responded "Yes." When these data are combined, there is a general sense that ADEPT has been effective in improving teacher quality.

Although this would be the easy answer to the question, it is not necessarily the best answer. One reason that it is not the best answer stems from the fact that ADEPT applies differently to teachers at different contract levels. A second reason is that the very definition of effectiveness requires a serious consideration of the purpose or goal of the program. Let us consider each of these, beginning with the latter.

Effectiveness in Terms of the Purpose of ADEPT

What is the purpose of ADEPT? As stated in the Overview of ADEPT found on the S. C. Department of Education website, ADEPT is "an integrated system of State Standards, guidelines, and strategies designed to promote excellence in the teaching profession." According to the *Team-Based Evaluation and Assistance Model (TEAM) Teacher Handbook* (Bain, 1999), the purpose of the formal evaluations conducted within ADEPT is to "facilitate the improvement of instruction provided by individual teachers and a school district as a whole" (p. 1). Based on what has been written, then, one can infer that the purpose of ADEPT is to promote excellence and facilitate improvement of individual teachers as well as teachers collectively (that is, those in the teaching profession and those employed by school districts in the state).

How effective is ADEPT in accomplishing this purpose? Both teachers and administrators believe that ADEPT helps recent college graduates become better prepared to enter the classroom, helps novice teachers make it through the first year, and helps teachers become more effective in their classrooms. At the same time, teachers do not believe that ADEPT leads to truly ineffective teachers being removed from the profession. Administrators agree that ADEPT does not lead to the removal of truly ineffective Continuing Contract teachers. At the same time, however, administrators do believe that ADEPT is useful in removing

truly ineffective Induction Contract and Annual Contract teachers. In fact, more than 70% of the administrators agree that removing truly ineffective Induction Contract and Annual Contract teachers from the profession is a strength of the ADEPT program (see Table 10).

There are data, however, that do not lend a great deal of support to the administrators' perspectives concerning the removal of truly ineffective Induction Contract and Annual Contract teachers. As mentioned earlier, the Division of Teacher Quality of the S. C. Department of Education provided Summary Evaluation Forms of those teachers who failed to meet the State Standards of Professional Teaching for two consecutive years during the past three academic years (1999-2002). For all three years combined, there was a total of 73 Summary Evaluation Forms, representing 73 teachers. This represents slightly less than 25 "truly ineffective" teachers per year.

As shown in Appendix P, a total of 2,485 Induction Contract teachers were employed in the state during the 2002-2003 school year. Assuming that this number has remained fairly constant over the past several years, we can conclude that only about 1% of Induction Contract teachers (24.3/2485) failed to meet the standards for two consecutive years and were removed, at least temporarily, from the profession. If anything this figure is a bit high because both Provisional Contract and Second Annual Contract teachers were included in the database. This very low rate of failure may suggest that the higher education institutions in combination with the district's induction programs are doing an excellent job in preparing teachers. An alternative explanation is that ADEPT is not very effective in identifying "truly ineffective teachers."

To further explore this issue, a more in-depth examination of the Summary Evaluation Forms was undertaken. Specifically, the forms were

examined on a performance-dimension by performance-dimension basis. On each performance dimension, each teacher's performance was rated as "Competent" or "Needs Improvement." By focusing on each performance dimension, then, a profile of these teachers was prepared. This profile is shown in Table 12. Shading is used to separate three sets of performance dimensions.

As shown in Table 12, even the most ineffective teachers tended to be rated as competent on four of the performance dimensions: maintaining an environment that promotes learning, short-range planning of instruction, long-range planning of instruction, and fulfilling professional responsibilities beyond the classroom. In contrast, there were three performance dimensions on which these teachers had the most difficulty: monitoring and enhancing learning, managing the classroom, and establishing and maintaining high expectations for learners. What differentiates these two sets of performance dimensions? It is possible to be judged competent on the first set without the teacher coming into direct contact with students. On the other hand, the ability to relate to and work with students is crucial to success on the second set of performance dimensions.

To further explore these differences in teacher performance on different performance dimensions, some of the data provided by University ADEPT Coordinators were examined. One part of the University ADEPT Coordinator questionnaire asked the coordinators to rank order the ADEPT performance dimensions in terms of the emphasis that was given to each in the teacher preparation program. A composite summary of these rankings, along with a few comments, is presented in Table 13. Once again, shading is used to differentiate three sets of performance dimensions. Also, the smaller the ranking, the greater the emphasis given to a particular performance dimension. That is, a ranking of 1 is the highest.

Table 12

Weaknesses of Teachers Who "Fail" Provisional or Second Annual ADEPT Evaluation

PERFORMANCE DIMENSION (PD)	PERCENT RATED AS "COMPETENT" ON EACH PD
Maintaining an Environment That Promotes Learning	67%
Short-Range Planning of Instruction	67%
Long-Range Planning	63%
Fulfilling Professional Responsibilities Beyond the Classroom	62%
Short-Range Planning, Development, and Use of Assessments	51%
Providing Content for Learners	44%
Using Instructional Strategies to Facilitate Learning	43%
Establishing and Maintaining High Expectations for Learners	35%
Managing the Classroom	35%
Monitoring and Enhancing Learning	30%

Note. The sample size for this table is 63 teachers. Ten of the Summary Evaluation Forms were unusable for the purpose of this analysis because data for individual performance dimensions were not available.

Table 13
Emphasis Given to ADEPT Performance Dimensions in Teacher Preparation Program

Performance Dimension	Median Ranking	Comments
Using Instructional Strategies	2	More than 50% chose 1 or 2
Short-Range Planning of Instruction	2.5	One-half chose 1 or 2
Providing Content	3.5	One-half chose 1, 2, or 3
Short-Range Planning, Development, and Use of Assessments	5	Great variability in rankings
Learning Environment	5	Great variability in rankings
High Expectations for Learners	5	Great variability in rankings
Managing the Classroom	6.5	One-half chose 5, 6, or 7
Monitoring/Enhancing Learning	7.5	One-half chose 8, 9, or 10
Long-Range Planning	8.5	One-half chose 9, or 10
Professional Responsibility	9.5	80% chose 9 or 10

Note. This table is based on the responses given by 18 University ADEPT Coordinators. A ranking of "1" would be the highest possible ranking and a ranking of "10" would be the lowest possible ranking.

As shown in Table 13, the greatest emphasis in the teacher preparation programs is given to three performance dimensions: using instructional strategies, short-range planning of instruction, and providing content. In contrast, the least emphasis in the teacher preparation programs is given to four performance dimensions: managing the classroom, monitoring/enhancing learning, long-range planning, and professional responsibility. Two of these -- managing the classroom and monitoring and enhancing learning -- are among the three performance dimensions on which the "truly ineffective" teachers were the lowest rated (see Table 12). In contrast, however, the other two -- long-range planning and professional responsibility -- were among the four performance dimensions on which the "truly ineffective" teachers were the highest rated. How can this apparent discrepancy be explained?

Informal conversations with district ADEPT coordinators confirmed the fact that many first-year teachers arrive at the job without a great deal of knowledge of professional responsibilities and without a great deal of skill in long-range planning. At the same time, however, the district ADEPT coordinators were quick to point out that this knowledge and these skills could easily be "picked up" during the Induction Contract year. This ability of mentors to assist Induction Contract years in these two performance dimensions appears to explain the apparent discrepancy between Tables 12 and 13.

What can we make of the data presented in this section? If the primary purpose of ADEPT is to improve individual teachers, particularly Induction Contract teachers, there is substantial evidence that ADEPT is quite effective. If, on the other hand, the primary purpose of ADEPT is to eliminate truly ineffective teachers from the teaching profession, then, ADEPT is far less

effective. In a very real sense, then, the effectiveness of ADEPT depends on the purpose for which it is, or is being seen as, being used.

Effectiveness of ADEPT and the Contract Level of Teachers

When all things are considered, ADEPT is basically a program targeted toward the orientation and improvement of Induction Contract teachers. Support for this assertion comes primarily from the allocation and expenditure of funds for the ADEPT program. Secondary support comes from the data collected from the Administrator Questionnaire as well as the fact that the regulations call for two separate and distinct evaluation programs: a formal evaluation program for Induction Contract, Provisional Contract, and Annual Contract teachers and an informal evaluation program (typically, Goals-based Evaluation) for Continuing Contract teachers. Only when Continuing Contract teachers are perceived to be in difficulty are they placed back in the formal evaluation program.

Districts may emphasize this distinction by preparing separate documents and/or implementing different evaluation models for teachers at different contract levels. Spartanburg District Three (2000), for example, uses the Teacher Assistance Program (TAP) along with TEAM for Provisional Contract and Annual Contract Teachers and Goal-Based Evaluation (GBE) or TEAM for Continuing Contract teachers. Finally, the Induction Program incorporates "components of the ADEPT and the TAP model" (p. 4).

The existence of multiple documents and multiple models for teachers at different contract levels contributes to a fragmentation of ADEPT. The Performance Dimensions, which hold a central place in formal evaluation, are either absent or implicit in Goal-Based Evaluation. In terms of the goals set by

Continuing Contract teachers, the State Board regulations include the following statement:

"The goals are to promote professional growth and development: (1) in a subject area for which the teacher is certified or is planning to become certified; (2) in instruction, technology, or assessment; and (3) through professional service. Goals are to be supportive of school district strategic plans and school renewal plans. As an alternative to developing three specific goals, teachers may elect to complete the process for pursuing National Board Certification as an overall goal."

One can assume that (1) is related to Performance Dimension 6, Providing Content to Learners. However, there is a difference between gaining knowledge in a content area and facilitating learning of students in that content area.

Shulman (1986) referred to the latter as "pedagogical content knowledge."

Similarly, (2) can be related to the vast majority of the Performance Dimensions. Finally, it seems reasonably safe to assume that (3) is related to Performance Dimension 10, Fulfilling Professional Responsibilities beyond the Classroom.

The fragmentation of ADEPT is further evident in the difference between the assistance or improvement function and the employability function that it serves. In Figure 1, this difference was defined using the terms formative and summative. Things change dramatically as these functions change. Even those districts that have reduced the number of members on the evaluation team from 3 to 2, add a third member when employment decisions need to be made.

The difference between the formative and summative function of ADEPT may also lie at the heart of the hesitancy to provide immediate feedback to Annual Contract teachers (see Table 4). In terms of the formative-summative continuum, Annual Contract teachers are somewhat in limbo. Should the

evaluation focus on helping them to improve or should the emphasis be on documenting their lack of improvement in case a negative employment decision needs to be made?

One way of minimizing the fragmentation currently found in ADEPT, is to rethink the meaning of teacher quality. Rather than see teacher quality as a characteristic possessed by a teacher at a particular point in time, teacher quality can be seen as a characteristic of a teacher that develops over time -- a continuum of teacher quality. Teachers move along this continuum as they gain experience and expertise and as they move from one contract level to the next. In the words of Steffy, Wolfe, Pasch, and Enz (2000), "teachers must develop through progressive phases to sustain a career-long standard of excellence. ... [Our] model constitutes a vision of teaching that can (1) bridge preservice and in-service teacher education; (2) create a viable platform to provide professional-growth opportunities for classroom teachers throughout their lifetime; and (3) enable all teachers to attain the status of -- and be recognized as -- competent, caring, and qualified professionals" (pp. 3-4).

Is it possible to align the ADEPT (or any teacher evaluation program) with an underlying continuum of teacher development? If so, what changes would need to be made in ADEPT in order to do so? Both of these questions are addressed in the final section of this report.

Conclusions

Several conclusions can be drawn from the data collected during this study. Seven of the most important are discussed in this section.

1. The ADEPT program has far more strengths than weaknesses. Specifically, the program provides a clear and explicit definition of good teaching, contains clear expectations for teacher knowledge and performance,

provides a common language for teachers and administrators to talk about good teaching, provides a common framework for consensus and collaboration, includes multiple observers/evaluators, and focuses on continued growth and development of teachers.

2. There are two major weaknesses of the ADEPT program. It is too cumbersome for teacher preparation programs and school districts to implement and there is a lack of consistency in implementation from one school district to another.
3. The ADEPT program has resulted in better prepared recent college graduates, novice teachers who are more able to make the transition to classroom teaching, more effective classroom teachers, an increase in teacher professionalism, an increased responsibility (teachers and administrators) for good teaching, and more positive administrator-teacher relationships.
4. Since the regulations went into effect, there has been increasing fragmentation of the implementation of the ADEPT program from district to district. Fewer than two-thirds of the districts currently employ the original TEAM model.
5. The effectiveness of the ADEPT programs depends on the purpose it is intended to serve. If the purpose is to remove truly ineffective teachers from the teaching profession, it is not very effective. Slightly less than 1% of each annual cohort of Induction Year teachers are removed from the profession within three years. If, on the other hand, the purpose is to assist teachers to become better teachers, there is a great deal of evidence that the ADEPT program is effective.
6. Although the Department of Education states that the ADEPT Performance Dimensions (PDs) provide the "*foundation and continuity* for all of the stages

of teacher development and employment covered by the ADEPT system," in practice this is only partially true. The evidence suggests that the ADEPT System PDs provide a good *foundation*. In fact, ADEPT, as funded, is primarily a program for helping Induction Contract teachers to make a smooth transition to the classroom. The ADEPT PDs do not, however, provide *continuity* across all stages of teacher development and employment.

7. The evaluation of Continuing Contract teachers is the weakest part of the ADEPT program. This conclusion is supported by data provided by both administrators and the teachers themselves.

Recommendations

In this final section, twelve recommendations based on the results of the study are made. In most cases, a rationale for the recommendation is provided. Where no rationale is provided, the recommendation follows from the aforementioned conclusions

1. There is a need to determine which variations in the implementation of the ADEPT program are and are not consistent with the original intent of the program as it is described in law and regulations. This determination should focus, at a minimum, on variations in the Performance Dimensions, both in substance and in interpretation, in the composition of the evaluation team, in the data collection procedures and instruments, and in the content of the Summary Evaluation forms.
2. Rubrics based at least partly on the key elements included in the State Board Regulations should be developed for each Performance Dimension. The use of rubrics will help to clarify performance standards (e.g., Competent, Needs Improvement) and provide better feedback. The use of

rubrics is also consistent with current research and best practice (see, for example, Stronge (1997) and New Teacher Center at the University of California, Santa Cruz (2002)). When employment decisions are to be made, the rubrics should be supplemented by narrative examples so that specific deficiencies can be noted and documented.

3. The current Performance Dimensions should be reduced from 10 to 8 and apply only to Student Teachers and Induction Contract Teachers. This reduction should be accomplished by combining the second and third PDs (both dealing with short-range planning) and eliminating PD4 (dealing with expectations for learners). As written, PD2 and PD3 differentiate instruction and assessment. Current research and practice suggests the importance of connecting instruction with assessment. "Expectations for learners" is included explicitly as a key element in both PD2 and PD8 and implicitly as a key element in several other PDs. The elimination of PD4 will reduce some of the overlap among the Performance Dimensions.
4. The Accomplished Teacher Standards (ATS), developed by the National Board for Professional Teaching Standards (NBPTS), should be adopted as the Performance Dimensions for Continuing Contract teachers. A rubric for each ATS should be developed (see #2 above). These new PDs should be the basis for the Goal-Based Evaluation component of ADEPT. As stated in the State Board Regulations, however, the goals established within the ATS framework "are to be supportive of school district strategic plans and school renewal plans."
5. Explicit criteria and procedures should be established for the movement of Continuing Contract teachers from Goal-Based Evaluation to formal evaluation. At present, this movement is at the discretion of the building administrator(s). This discretionary authority is likely to result in

differences in implementation from one school to the next and may impact negatively on administrator-teacher relationships.

6. State Board Regulation R 43-205.1, Section VI, F1 should be rewritten to clarify the evaluation period for Continuing Contract teachers as well as the relationship between the evaluation period and individual goal accomplishment. Districts are interpreting this regulation differently, with some evaluating Continuing Contract teachers every year (that is, when one evaluation period ends another begins immediately), while others are operating on an evaluation cycle (that is, some time elapses between evaluation periods).
7. Annual Contract status should be seen as a transition from Induction Contract to Continuing Contract. Therefore, the Performance Dimensions for evaluating Annual Contract teachers should be somewhat individualized and should be a combination of the current Performance Dimensions (namely, those on which a teacher received a rating of "Needs Improvement" or feels the need for further work) and those drawn from the Accomplished Teacher Standards. A total of 8 Performance Standards would be identified by each Annual Contract teacher in collaboration with the building administrator(s).
8. Some minimum amount of funding in support of the ADEPT program should be provided to every school district regardless of the number of Induction Contract teachers employed by the district in any given year. It is extremely difficult to operate any type of program with just over \$800, which is what a district with only one Induction Contract teacher would currently receive. Once this baseline has been determined, funding beyond the baseline should be based on the number of Induction Contract teachers.

9. To facilitate data aggregation and summarization at the State level, all districts must use the same Summary Evaluation Form for each contract level of teacher. Data from these Summary Evaluation Forms should be entered into a computerized database so that the effectiveness of the ADEPT program can be monitored and reported by the Department of Education on a regular basis.
10. A statewide monitoring system should be established by the Department of Education. At present, the Department reviews district plans, but has no data on implementation of the plans once they are approved. This monitoring system may include online surveys completed by teachers being evaluated as well as those currently serving as peer evaluators. Because district variation in the implementation of ADEPT was stated as a weakness of the program by every group surveyed, some type of monitoring system seems necessary.
11. The data collection process supporting ADEPT should be streamlined. Available information should be used whenever possible, rather than asking teachers and evaluators to produce new paperwork. For example, portfolios containing existing planning documents and examples of student work are preferable to questionnaires and forms.
12. Updated training materials to support the pre-service teacher preparation program and the Induction Program should be prepared. In addition, increased opportunities for Induction Contract and, especially, Provisional Contract, teachers to observe other teachers should be provided.

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List of Appendixes

- A Framework Used to Analyze and Compare ADEPT Evaluation Models
- B Four Group Questions
- C Teacher Questionnaire*
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- E University ADEPT Coordinator Questionnaire
- F School District ADEPT Coordinator Funding Form
- G State of South Carolina Teacher Contract Flow Chart
- H TEAM Summary Evaluation Sheet
- I Toward a Continuum of Teacher Quality
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- L Observational Checklist and Structured Observation Form*
- M Examples of Summary Evaluation Forms*
- N Example of Greenville School District Rubric*
- O Sample GBE Forms*
- P State ADEPT Funds FYI 2002-03
- Q Accomplished Teacher Standards

* These appendixes currently are available only in hard copy; therefore, they are *not* included in this electronic document.

Appendix A

Framework Used to Analyze and Compare ADEPT Evaluation Models

COMPONENT	EVALUATION MODEL
Standards (Performance Dimensions)	
Number of Evaluation Team Members	
Composition of Evaluation Team	
Sources of Data	
Scheduling of Observations (PD 4 - 9)	
Time Spent on Observations	
Form of Observational Data	
Planning Data (PD 1 - PD3)	
Professionalism Data (PD10)	
Summary Evaluation Forms	
Performance Standards - Individual	
Performance Standards - Overall	
Conferences	
Improvement Plans	

Appendix B

Open-Ended Questions to Guide Focus Group Discussions

1. What do you consider the major strengths of the ADEPT program?
2. What do you consider the major weaknesses of the ADEPT program and how can those weaknesses be overcome?
3. ADEPT has been in place in South Carolina for several years now. In what ways, positively or negative, has ADEPT had an impact on teachers, administrators, administrator-teacher relations, teacher quality, on public perceptions of teachers, and any other factor that you would like to mention?
4. One of the primary purposes of ADEPT is to improve teacher quality. How effective do you believe ADEPT has been in accomplishing this purpose? Please briefly explain your answers.
5. I mentioned earlier that the major reason for your being here is to help us design the best possible questionnaire. On the questionnaire we are going to ask questions about strengths, weaknesses, impacts, and so on. We also are going to ask questions about various components of the ADEPT program (e.g., the performance dimensions, observations, reports, conferences). Can you think of one or two questions that we definitely should include on the questionnaire?
6. That's all of the questions that I have. Is there anything we missed or anything you would like to add?

Appendix C

Appendix D

Appendix E

An ADEPT Questionnaire

Directions. The purposes of this questionnaire are to (1) obtain information about the emphasis given to the ten ADEPT Performance Dimensions in your teacher preparation program(s) and to (2) understand your perceptions of the strengths, weaknesses, and impacts of the ADEPT program. The questionnaire contains two major sections, one related to each of the two purposes. Separate directions are given for each section. Before you begin the questionnaire, please type in your answers the following questions.

1. What is the name of your college/university?
2. For how many years have you worked at the post-secondary level (including 2002-2003)?
3. For how many years have you served as ADEPT coordinator for your institution (including 2002-2003)?
4. Did you receive ADEPT training from the South Carolina Department of Education?
5. If you did receive ADEPT training, did you feel that your training was adequate?
6. Do you believe that using ADEPT helps your institution produce better teachers?
7. Do you believe that the use of ADEPT statewide has increased overall teacher quality in the state?

Part I: Emphasis

Directions. The table that follows contains the 10 ADEPT Performance Dimensions. For each Performance Dimension rate the amount of emphasis given to it in your teacher preparation program(s) by placing an "X" in the proper column. LN means little of no emphasis and GREAT means a great deal of emphasis. The numbers 2 and 3 are used to indicate "in between" positions. Finally, in the far right hand column (RANK), rank the emphasis given to the 10 Performance Dimensions with 1 indicating the highest rank and 10 indicating the lowest rank.

	RATING OF EMPHASIS				
PERFORMANCE DIMENSION	LN	2	3	GREAT	RANK
Long-Range Planning					
Short Range Planning for Instruction					
Short Range Planning, Development, and Use of Assessment					
Establishing and Maintaining High Expectations for Learners					
Using Instructional Strategies to Facilitate Learning					
Providing Content for Learners					
Monitoring and Enhancing Learning					
Maintaining an Environment that Promotes Learning					
Managing the Classroom					
Fulfilling Professional Responsibilities Beyond the Classroom					

Part II: Strengths, Weaknesses, and Impacts

Directions. There are four questions on this place. Please type your respond to each question in the space provided.

1. What do you believe to be the two or three MAJOR strengths of the ADEPT program?

2. What do you believe to be the two or three MAJOR weaknesses of the ADEPT program?

3. What impact, if any, has the ADEPT program had on the quality of teachers and/or the status of the teaching profession in South Carolina?

4. If there was one thing you would change about ADEPT, what would it be?

Appendix F

How are ADEPT funds used in your district?

Directions. Complete the chart below based on your current budget. Before you begin, write the total number of dollars that you receive from the State to support the operation of ADEPT in your district.

\$ _____

Budget Category	Dollars Allocated	Percent of ADEPT Budget

What is the total student enrollment of your district? _____

=====

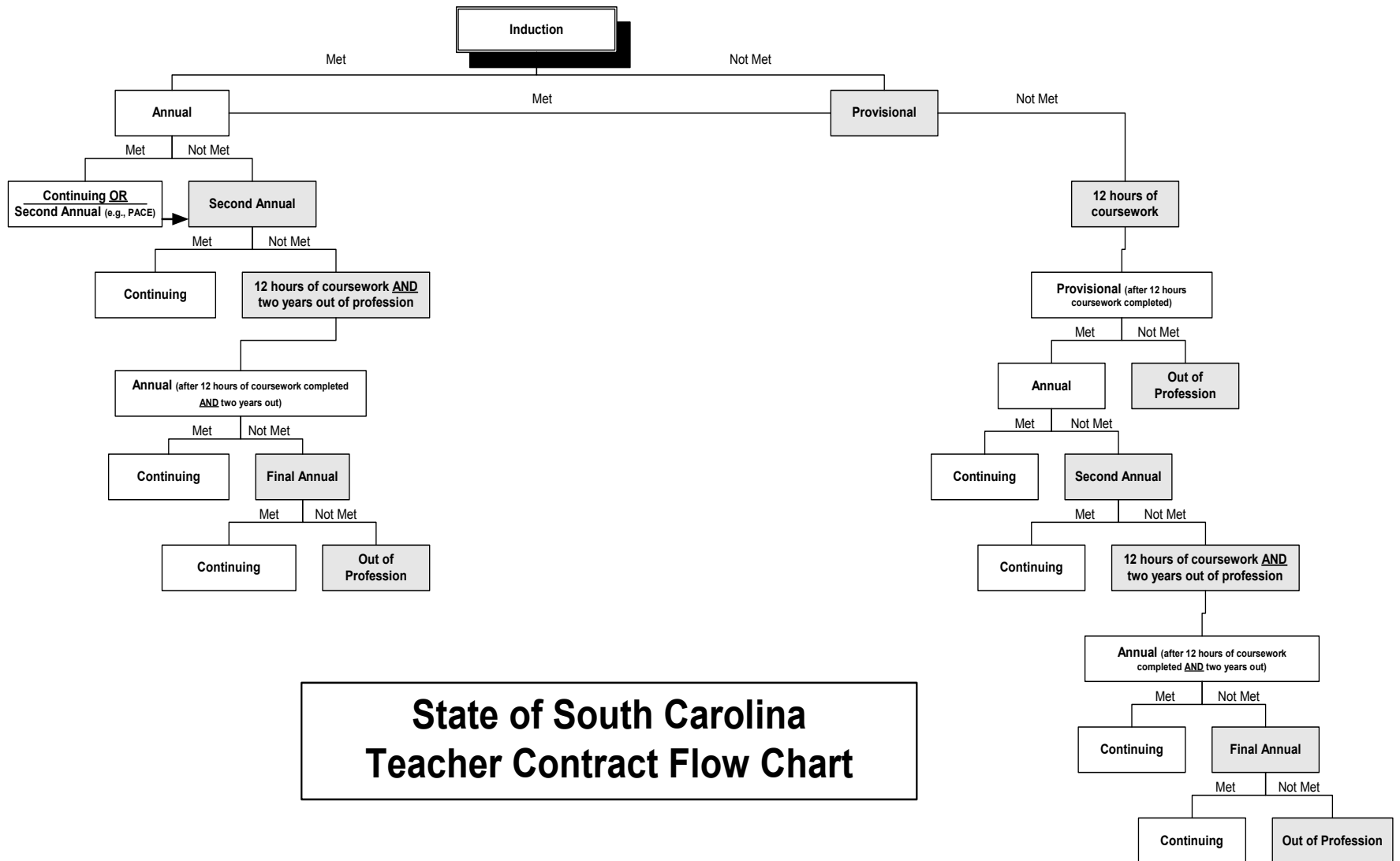
Example

\$ 200,000

Budget Category	Dollars Allocated	Percent of ADEPT Budget
Mentors	\$90,000	45%
Peer Reviewers	\$80,000	40%
Materials/Lunches for Induction Program Participants	\$30,000	15%

What is the total student enrollment of your district? 8,650

Appendix G



Appendix H

ADEPT FORMAL EVALUATION SUMMARY SHEET

☐ Preliminary Evaluation

☐ Final Evaluation

Teacher _____

School: _____

Performance Dimension Evaluation Judgments		Needs Improve- ment (<i>NI</i>)	Competent
PD 1	Long-Range Planning		
PD 2	Short-Range Planning of Instruction		
PD 3	Short-Range Planning, Development, and Use of Assessments		
PD 4	Establishing and Maintaining High Expectations for Learners		
PD 5	Using Instructional Strategies to Facilitate Learning		
PD 6	Providing Content for Learners		
PD 7	Monitoring and Enhancing Learning		
PD 8	Maintaining an Environment That Promotes Learning		
PD 9	Managing the Classroom		
PD 10	Fulfilling Professional Responsibilities Beyond the Classroom		

Overall Evaluation Judgment

☐ Competent

(0 or 1 PD judged as *NI*)

☐

Needs Improvement

(2 or 3 PDs judged as *NI*)

☐

Unsatisfactory

(≥ 4 PDs judged as *NI*)

Evaluation Team

Date

Classroom Teacher*

Date

*The signature of the classroom teacher indicates that the results of this evaluation were received but does not necessarily imply that the teacher agrees with these results.

Appendix I

Toward a Continuum of Teacher Quality

In the late 1960s, Frances Fuller identified three stages through which teachers progress as they gain professional status. The first is a survival stage, where teachers are preoccupied with their own adequacy. The second is a mastery stage, where teachers concentrate on their teaching performance. The third is an impact stage, where teachers become concerned about their effects on their students. Although there is no specific time (either in terms of age or experience) at which teachers move from one stage to the next, Fuller argued that teachers must progress from stage to stage if they are to achieve true professional status.

About 20 years later, David Berliner suggested that there were five stages of teacher development. He referred to them as novice, advanced beginner, competent teacher, proficient teacher, and expert teacher. As teachers moved along this continuum, they differ in how they (1) interpret classroom events, (2) judge typical and atypical events, (3) decide on the importance of classroom events, (4) use routines, (5) predict consequences of their behavior, and (6) evaluate students' performance. Once again, no specific timeline is given for movement from stage to stage; however, stage progression is essential if teachers are to stay in the profession and improve in their effectiveness over time.

As part of the external review of the ADEPT program, there is a need to focus on the effectiveness of the program in terms of improved teacher quality. Rather than defining teacher quality as a level to be reached by all teachers, regardless of age and experience, an alternative is to define teacher quality as a developmental continuum that teachers traverse as they move from novice to expert. The New Teacher Center at the University of California, Santa Cruz, has begun to move in this direction. Like Berliner, they have identified five stages of teacher development. Unlike Berliner, they call their stages beginning, emerging, applying, integrating, and innovating.

What would a teacher development approach to teacher evaluation look like in South Carolina? How many stages would there be? What would the stages be called? What are the key differences between one stage and the next in terms of the ten ADEPT performance dimensions? Are certain performance dimensions more or less important at particular stages? Are there qualitative "shifts" in the performance dimensions as teachers move from one stage to the next? These are the questions we are currently asking and the ones we need your help to answer.

We have prepared Table A to guide the discussion. It is a simple table, with the performance dimensions as rows and, tentatively, four stages as the columns. As we work through this process we may find that four stages are too many or not enough. However, we will make that decision when we have more data. We would suggest that you begin with the first column. This column represents the "induction year" teacher. Complete the cells in this column by asking "What should a teacher at this stage/level know and be able to do with respect to this performance dimension?" Base your decision on what you know about teacher preparation programs as well as the strengths and weaknesses that these teachers bring to their first jobs. Once you complete the first column, concentrate on major changes in each performance dimension that do or should occur as teachers move from stage to stage.

Table A. A Continuum of Teacher Quality

PD	Induction Year	Annual Year	Continuing Contract	Board Certified
Long-Range Planning				
Short-Range Planning of Instruction				
Short-Range Planning, Development, and Use of Assessments				
Establishing and Maintaining High Expectations for Learners				

Table A (continued)

PD	Novice, Beginner	Stage B	Stage C	Stage D	Stage E
Using Instructional Strategies to Facilitate Learning					
Providing Content for Learners					
Monitoring and Enhancing Learning					
Maintaining an Environment that Promotes Learning					

Table A (continued)

PD	Novice, Beginner	Stage B	Stage C	Stage D	Stage E
Managing the Classroom					
Fulfilling Professional Responsibilities Beyond the Classroom					

Appendix J

An Analysis of TEAM and STEP 1-2-3

COMPONENT	TEAM (n = 53)	STEP 1-2-3 (n = 17)
Performance Dimensions (PDs)	<p>Ten PDs as specified in State Board regulation (R 43-205.1). They are:</p> <ol style="list-style-type: none"> 1. Long-Range Planning 2. Short-Range Planning of Instruction 3. Short-Range Planning , Development, and Use of Assessments 4. Establishing and Maintaining High Expectations for Learners 5. Using Instructional Strategies to Facilitate Learning 6. Providing Content for Learners 7. Monitoring and Enhancing Learning 8. Maintaining an Environment that Promotes Learning 9. Managing the Classroom 10. Fulfilling Professional Responsibilities Beyond the Classroom 	<p>Fifteen PDs organized into three clusters:</p> <p>Cluster 1: Planning (Long-Range Planning; Short-Range Planning)</p> <p>Cluster 2: Teaching (Instructional Focus; Instructional Strategies, Activities, & Assignments; Provision of Content; Instructional Questions & Responses; Instructional Feedback; Instructional Environment; Flow of Instruction; Classroom Management)</p> <p>Cluster 3: Professional (Communication; Professional Obligations; Professional Relationships; Record Keeping; Professional Growth)</p>
Evaluation Team: Number	Three-member evaluation team	Two-member evaluation team
Evaluation Team: Composition	Peer evaluator, building administrator, and another (e.g., second peer evaluator, second building administrator, district-level administrator, or another educator)	Members of the evaluation team may include building administrators, district administrators, teachers, or others as identified by the district.

COMPONENT	TEAM (n = 53)	STEP 1-2-3 (n = 17)
Sources of Data	Observations, Interviews, Long-Range Plans, Self-Reports	Observations, Planning Information Form, Professional Growth Information Form
Scheduling of Observations	Unannounced	Unannounced
Observational Data: Time Spent	Each evaluator must spend at least 100 minutes observing the teacher	Each evaluator must conduct and document at least one extended observation prior to the December break (entire lesson, minimum of 30 minutes); evaluators may conduct additional unannounced, extended observations or walk-through observations of no less than ten minutes
Observational Data: Form	Narrative	Observers can choose own format for recording observation data (although a structured data collection form is available)
Planning Data (PD 1 - PD3)	Interviews, Long-Range Plans	Planning Information Form
Professional Responsibilities Data (PD10)	Self-Report on Activities	Professional Growth Information Form
Summary Evaluation Forms	Consensus Evaluation Sheet, Preliminary Evaluation Summary Sheet, Final Evaluation Summary Sheet	Preliminary Evaluation Summary Form; Final Evaluation Summary Form
Performance Standards - PDs	Competent, Needs Improvement	Professional, Needs Improvement
Performance Standards - Overall	Competent = Competent on 9 or 10 PDs Needs Improvement = Competent on 7 or 8 PDs Unsatisfactory = Competent on 0 to 6 PDs	Professional = Professional on 14 or 15 PDs Needs Improvement = Professional on 12 or 13 PDs Unsatisfactory = Professional on 0 to 11 PDs

COMPONENT	TEAM (n = 53)	STEP 1-2-3 (n = 17)
Conferences	Preliminary Evaluation Conference; Final Evaluation Conference	Preliminary Evaluation Conference; Final Evaluation Conference
Improvement Plans	Formal plan for remediating identified deficiencies	Remediation Plan Form

Appendix K

An Analysis of FEAT/PEAT and Selected District-Unique Models

COMPONENT	FEAT/PEAT (n = 5)	DISTRICT UNIQUE (n = 10)
Performance Dimensions (PDs)	<p>10 TEAM PDs divided into four clusters:</p> <ol style="list-style-type: none"> 1. Planning (PD1, 2, and 3) 2. Instruction (PD4, 5, 6, and 7) 3. Classroom Environment (PD8 and 9) 4. Professional Responsibilities (PD10) 	<p>The number of PDs range from 6 to 10. Two of the districts with fewer than 10 PDs are Richland District Two and Greenville. The 6 Richland District Two PDs are (1) Classroom Environment, (2) Instruction, (3) Materials and Resources, (4) Professional Knowledge, (5) Student Responsibility, and (6) Parent and Community Partnerships. Each PD is associated with from 3 to 17 descriptors, a total of 44.</p> <p>The 8 Greenville PDs are (1) Knowledge of Curriculum, Subject Content, and Developmental Needs, (2) Instructional Planning, (3) Instructional Delivery, (4) Assessment, (5) Learning Environment, (6) Communication, (7) Professionalism, and (8) Student Achievement.</p>
Evaluation Team: Number	Two-member evaluation team for induction & annual; three-member team for provisional, 2nd annual, & continuing.	Equality divided between two- and three-member teams; three-member teams are almost always used when the decision is "high stakes."
Evaluation Team: Composition	Building administrator and peer evaluator; Third member, when needed, is someone from outside the school.	Several rely solely on administrators, particularly with induction year teachers.

COMPONENT	FEAT/PEAT (n = 5)	DISTRICT UNIQUE (n = 10)
Sources of Data	Observations, Long-Range & Weekly Lesson Plans; Long-Range and Short-Term Planning Questionnaires	Observations, Plans, Questionnaires, Interviews, Portfolios ⁶ , Logs, Videotapes, Student Surveys ⁷
Scheduling of Observations	Unannounced	First observation scheduled at specific date/time; second scheduled during 2-week period; third scheduled during one month
Time Spent on Observations	Two observations per year per evaluator; For two-member teams the minimum is 150 minutes per evaluator; For three-member teams the minimum is 100 minutes per evaluator	Formal observations = a minimum of 50 minutes per evaluator, fall and spring; walk-through observations = 25 minutes per semester; minimum of 20-30 minutes per informal visit and a minimum of 50 minutes per formal visit.
Form of Observational Data	Structured or Non-Structured Narratives	Checklists; Rubrics
Planning Data (PD 1 - PD3)	Long-Range Plans, Weekly Lesson Plans; Short-Term Planning Questionnaire	Weekly Lesson Plans; Assessment File (containing representative samples of student work); Long-Range Planning Questionnaire
Professional Responsibilities Data (PD10)	Teacher Self-Report Form	Teacher Self-Report Form; building administrator primary evaluator
Summary Evaluation Forms	Consensus Record, Preliminary Evaluation Summary Sheet, Final Evaluation Summary Sheet	New Teacher Induction Program End-of-Year Summary

⁶ Allendale, for example, asks induction contract teachers to maintain a portfolio that contains three components and documentation of professional growth. The three components are: (A) Instructional Practice, (B) Unique Learner Needs, and (C) Classroom Climate. For each component there is required and optional evidence that should be provided by the teacher.

⁷ Greenville is the only district that uses student surveys (at all grade levels). Items on the survey pertain to student-teacher relationships, the use of teaching and learning strategies, the quality of teacher explanations, and the like.

COMPONENT	FEAT/PEAT (n = 5)	DISTRICT UNIQUE (n = 10)
Performance Standards - PDs	Either one or no points awarded for each PD	Distinguished, Excellent, Competent, and Unsatisfactory; Exemplary, Proficient, Needs Improvement, and Unsatisfactory
Performance Standards - Overall	Competent = Minimum of 9 points and no zero in any cluster Needs Improvement = 7 or 8 points with no less than 2 points in Cluster 2 and no less than 1 point in Clusters 1 and 3 Unsatisfactory = Less than 7 points <u>OR</u> zero points in any cluster	Teachers must meet all three of the following minimum requirements: PD1 - Rating of Excellent or above on 5 of 7 descriptors; PD2 - Rating of Excellent or above in 15 of 17 descriptors; Overall Rating: Rating of Excellent or above in 38 of 44 descriptors [Richland District Two] An Improvement Assistance Plan is implemented if : 1. A teacher receives two or more "not evident" ratings at the interim review; 2. A teacher receives two or more ratings of "needs improvement" overall in a summative evaluation; or 3. A teacher receives one rating of "unsatisfactory" on any of the eight teacher performance standards in a summative evaluation [Greenville]
Conferences	Preliminary Evaluation Conference; Final Evaluation Conference	Preliminary Evaluation Conference; Final Evaluation Conference
Improvement Plans	Improvement Plan Form	Remediation and Assistance Suggestions (a menu of possible activities)

Appendix L

Appendix M

Appendix N

Appendix O

Appendix P

State ADEPT Funding FY 2002-03

District ID	District Name	# Induction Teachers	District Allocation
0160	Abbeville 60	7	\$5,828.89
0201	Aiken 01	89	\$74,110.20
0301	Allendale 01	21	\$17,486.68
0401	Anderson 01	22	\$18,319.38
0402	Anderson 02	8	\$6,661.59
0403	Anderson 03	12	\$9,992.39
0404	Anderson 04	6	\$4,996.19
0405	Anderson 05	44	\$36,638.75
0480	Anderson 01/02 AVC	2	\$1,665.40
0501	Bamberg 01	4	\$3,330.80
0502	Bamberg 02	21	\$17,486.68
0619	Barnwell 19	4	\$3,330.80
0629	Barnwell 29	9	\$7,494.29
0645	Barnwell 45	2	\$1,665.40
0701	Beaufort 01	46	\$38,304.15
0801	Berkeley 01	112	\$93,262.27
0901	Calhoun 01	6	\$4,996.19
1001	Charleston 01	249	\$207,342.02
1101	Cherokee 01	44	\$36,638.75
1201	Chester 01	26	\$21,650.17
1301	Chesterfield 01	20	\$16,653.98
1401	Clarendon 01	2	\$1,665.40
1402	Clarendon 02	4	\$3,330.80
1403	Clarendon 03	4	\$3,330.80
1501	Colleton 01	22	\$18,319.38
1601	Darlington 01	56	\$46,631.14
1701	Dillon 01	2	\$1,665.40
1702	Dillon 02	5	\$4,163.49
1703	Dillon 03	5	\$4,163.49
1802	Dorchester 02	72	\$59,954.32
1804	Dorchester 04	10	\$8,326.99
1901	Edgefield 01	13	\$10,825.09
2001	Fairfield 01	32	\$26,646.36
2101	Florence 01	39	\$32,475.26

District ID	District Name	# Induction Teachers	District Allocation
2103	Florence 03	15	\$12,490.48
2104	Florence 04	6	\$4,996.19
2105	Florence 05	1	\$832.70
2201	Georgetown 01	34	\$28,311.76
2301	Greenville 01	266	\$221,497.90
2450	Greenwood 50	35	\$29,144.46
2451	Greenwood 51	3	\$2,498.10
2452	Greenwood 52	2	\$1,665.40
2480	Greenwood AVC	1	\$832.70
2501	Hampton 01	1	\$832.70
2502	Hampton 02	13	\$10,825.09
2601	Horry 01	77	\$64,117.81
2701	Jasper 01	22	\$18,319.38
2801	Kershaw 01	33	\$27,479.06
2901	Lancaster 01	29	\$24,148.27
3055	Laurens 55	18	\$14,988.58
3056	Laurens 56	13	\$10,825.09
3101	Lee 01	28	\$23,315.57
3201	Lexington 01	47	\$39,136.85
3202	Lexington 02	22	\$18,319.38
3203	Lexington 03	2	\$1,665.40
3204	Lexington 04	12	\$9,992.39
3205	Lexington 05	35	\$29,144.46
3301	McCormick 01	9	\$7,494.29
3401	Marion 01	10	\$8,326.99
3402	Marion 02	3	\$2,498.10
3407	Marion 07	2	\$1,665.40
3480	Marion-Mullins AVC	0	\$0.00
3501	Marlboro 01	24	\$19,984.77
3601	Newberry 01	30	\$24,980.97
3701	Oconee 01	33	\$27,479.06
3803	Orangeburg 03	15	\$12,490.48
3804	Orangeburg 04	10	\$8,326.99
3805	Orangeburg 05	52	\$43,300.34
3901	Pickens 01	27	\$22,482.87

District ID	District Name	# Induction Teachers	District Allocation
4001	Richland 01	136	\$113,247.05
4002	Richland 02	84	\$69,946.71
4101	Saluda 01	16	\$13,323.18
4201	Spartanburg 01	11	\$9,159.69
4202	Spartanburg 02	23	\$19,152.07
4203	Spartanburg 03	7	\$5,828.89
4204	Spartanburg 04	8	\$6,661.59
4205	Spartanburg 05	32	\$26,646.36
4206	Spartanburg 06	37	\$30,809.86
4207	Spartanburg 07	24	\$19,984.77
4282	H. B. Swofford AVC	2	\$1,665.40
4302	Sumter 02	32	\$26,646.36
4317	Sumter 17	32	\$26,646.36
4401	Union 01	8	\$6,661.59
4501	Williamsburg 01	20	\$16,653.98
4601	York 01	15	\$12,490.48
4602	York 02	5	\$4,163.49
4603	York 03	39	\$32,475.26
4604	York 04	14	\$11,657.78

Total = \$2,085,078

Appendix Q

Accomplished Teacher Standards

1. **Knowledge of Students.** Accomplished teachers draw on their knowledge of child/adolescent development and their relationships with their students to understand and foster their students' knowledge, skills, interests, aspirations, and values.
2. **Knowledge of Content and Curriculum.** Accomplished teachers use their knowledge of developmental/academic standards to design and implement appropriate instruction within and across disciplines.
3. **Learning Environment.** Accomplished teachers establish a caring, inclusive, stimulating, and safe school community where students can engage in collaborative and independent inquiry and learning.
4. **Respect for Diversity.** Accomplished teachers help students learn to appreciate individual and group differences and to treat each other with dignity and respect.
5. **Instructional Resources.** Accomplished teachers create, select, adapt, and assess a rich and varied collection of materials and draw on other resources such as staff, community members, and students to support learning.
6. **Meaningful Learning.** Accomplished teachers promote purposeful learning by helping students understand the ways in which their knowledge and skills can be applied meaningfully.
7. **Multiple Paths to Knowledge.** Accomplished teachers use a variety of approaches to help students build knowledge and strengthen understanding.
8. **Assessment.** Accomplished teachers employ a variety of assessment methods to obtain useful information about student learning and development, to inform instructional practices, and to assist students in monitoring their own progress.
9. **Social Development.** Accomplished teachers foster students' development of self-awareness, character, and responsibility.
10. **Family and Community Partnerships.** Accomplished teachers work with and through families and communities to support students' learning and development.
11. **Reflection.** Accomplished teachers regularly analyze, evaluate, and strengthen the effectiveness and quality of their practice.
12. **Contributions to the Profession.** Accomplished teachers work with colleagues to improve schools and to advance knowledge and practice in their field.